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LYLE K. HENRY

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Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

Ahem!

We quote:—

"The column 'The Editors Say,' is very useful, and I know your readers must consult it eagerly. You have done a real service in presenting so many articles on reading. If we can get every public school instructor to regard himself as a teacher of reading, we shall be ready to make a measurable contribution to American culture. We are making progress in this matter."

Unquote. Now wasn't that a nice one to arrive just as we were wondering what to write in this preface—as usual the last thing to be included in the book?

▼

Real Problems

Education today is looking toward real results in all-round growth. Hence such matters as efficiency in reading, personality and character, vitalized techniques of teaching, visual education and the improvement of study habits are extremely pertinent—and this is true at whatever level one may be administering educational elixir. All five of these major themes are constructively handled in this issue.

▼

Report of Cleveland

The Cleveland meeting of the School Administrators was one of those events that make educational history. And Belmont Farley has picked the high spots for you with the skill of a trained reporter.

We hope you'll welcome the return of that diverting device, the short story. "First Day" introduces Mary Martin. She has promised to come again next month if you like her.

▼

You Tell

S'pose we have a little discussion in our next issue. The query is suggested by a teacher: "How much helpful supervision should be given by a Superintendent?" Some of you have definite ideas. Let us hear from you before the Ides of April, please!

▼

Punctuality Appreciated

Thanks again for watching that expiration date on the wrapper of your Journal. Favor greatly appreciated by our subscription clerk and others we could name.

EDUCATE FOR SAFETY

The growing movement for safety education demands that it be made a part of the school program

STATISTICIANS say that a sum larger than the amount of the federal income tax collected by the government could be saved if accidents were eliminated from our daily life. No price, however, could be set on the incalculable sorrow and suffering that would be spared to hundreds of thousands of men, women and children.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, MARCH, 1939 NUMBER 3

EDITORIALS

World at Lessons

Growth In Self-Reliance

In one sense the goal of all good teaching is self-reliance.

Young birds must leave their nests one day and fly with their own wings to places of their own choosing.

How to get children ready for the bold adventure is the great question which lies in the background of all straight thinking about the work of education.

How soon should a child begin to put on his own rubbers?

How soon should he be trusted to decide whether he shall, on any given day, wear rubbers at all?

Giving too many directions retards the child's development. To know where to leave off guidance and where to maintain it actively, is a gift as nearly divine as any talent a teacher may possess.

As the child matures, guidance should be tapered off. Practice in self-reliance should be given. The privilege of making mistakes whose consequences are not too painful—being in a conditioned environment—should be accorded. Thus do children learn to choose by choosing.

How to make from the material entrusted to the schools, those independent, courageous and yet co-operative beings, equipped to reach wise decisions and to attain the best their talents allow—this is a large order, but it is one whose specifications should be constantly before the teachers of the young in this or any period of history.

The best teachers are those who know just when to stop telling the pupil exactly what to do and how to do it.

Munich's Aftermath

Distrust and fear are two acids that eat into the souls of nations to cause wars. And how rapidly these erosives have worked since Munich!

First of all, Britain and France showed their distrust and fear of Der Fuehrer by speeding up their arms programs. It may have been sheer prudence. But it had no very soothing effect on Hitler.

Germany's grab of the part of Czecho-slovakia which survived the Munich sell-out, has utterly destroyed the value of Hitler's pledges—for he had declared during the September crisis that he wanted no more territory in Europe and no Czechs at all.

For the first time, too, Hitler has invaded a non-German state, wiped out its freedom, stolen its gold reserves and public property, and made it a vassal of the Reich.

No wonder, then, that fear and distrust bite deeper into the hearts of free men everywhere, and especially in Central and Western Europe!

Chamberlain's guarantee of security to the Czech republic if it would consent to the first amputation, has turned out to be worthless, and the loss to British prestige is worse than the loss in pounds from the loan to Prague.

No one knows the ultimate answer to the dilemma that faces the European democracies. War is so costly and so unavailing. On the other hand the hope of maintaining the security and integrity of small nations without war is near to zero.

Meanwhile, Gandhi's suggestion that France and Britain start voluntary disarmament as a means of shocking Hitler into a more reasonable mood, will strike most people as absurd. Statesmen will ignore it entirely. While no one can be absolutely sure it would not work, no one will dare to try it. Affairs in Europe are on no spiritual footing.

It is a terrifying hour in history when the fates of nations hang upon the arbitrary will of a despot.

The Pioneer Spirit

Books about pioneers are in great demand. Modern men and women are thrilled with the adventures of frontiersmen, trail-blazers of American life, individuals who overcame a wilderness, fought Indians, suffered privations—but finally conquered.

Looking about us on every hand today we see thousands of our fellow citizens seeking only softness and an easy living. If work in their particular line grows scarce and they are crowded out, they readily settle down to let the government support them. Many of these same people enjoy reading the stories of pioneering pluck and perseverance. But they themselves are not inspired to act the role.

Conditions are different, to be sure. The organized life of industries and cities seems to put insurmountable barriers in the way of many who, for one

reason or another, do not fit into the working picture.

Have our people then, lost the pioneering spirit, along with the disappearance of the physical frontier?

One hesitates to accept this conclusion.

Pioneering was ever an enterprise for the courageous, the self-selected, the volunteers. Only these were successful at it.

Pioneering is not for every one. It never was and never will be. Smooth highways must evidently be built for the multitude that lack ability to build their own.

The children and grandchildren of pioneers lack the exercise that ennobled their forebears. Today's venturing must be done in less obvious directions—through invention, investment, the development of new services. Progress needs charting and encouragement.

Translate the stories of pioneers into the language of the day so that they may inspire as many as possible.

Sit-Downs Are Out

The sit-down strike now takes very much of a back seat so far as its probable use by organized labor in the United States is concerned. The Supreme Court recently ruled that the National Labor Relations Board had no right to compel a Company to reemploy a group of workers who had been discharged for refusal to leave the plant.

Workers have no right to seize and hold industrial plants as a means of forcing employers to yield to their demands. Such procedures are indeed "high handed," as Chief Justice Hughes stated in the majority opinion which he delivered.

Aside from the merits of the decision there is something deeply significant in the way it immediately took effect upon a sit-down strike which had just begun in an airplane factory at South Bend, Indiana. No sooner had the news of the Supreme Court's decision reached the stay-ins than they left the plant.

The Supreme Court has no police force and it needs none. Its power is a mixture of voluntary assent by the people and the knowledge that any action contrary to a Supreme Court ruling will be voided or punished by the lower courts and their enforcing agencies.

Constitutional, But–

Our cousins in Ontario are in one respect freer than we in Massachusetts and some other states. There is no legal or educational ruling in the province that requires a school child or any other resident to salute the British Flag.

Justice W. R. Riddell of the Ontario Court of Appeals was moved to point out this difference when he read the decision of our Federal Court of Appeals in New York to the effect that saluting the flag is not an act of worship and can therefore be required of school children without jeopardizing their right to religious freedom.

Constitutional it no doubt is to enforce upon pupils the saluting of the American Flag. But educational it may not be. The ritual has something of its desired effect upon those who submit to it willingly and approach it gladly. But for those who do it grudgingly and of compulsion only, it has an opposite effect to that which is wanted.

If patriotism is love of country, we must recognize the futility of achieving it by edict.

Where patriotic feeling has been awakened through knowledge of all that the Stars and Stripes stand for, saluting the flag becomes a natural and spontaneous expression of heartfelt loyalty. Even so the question of how often or how regularly it should be done in schoolrooms is not too easily answered.

The results we seek are inward and not outward.

Professional Security

Educators everywhere have had something at stake in the case of Dr. S. Monroe Graves, forced by the School committee of Wellesley, Mass., to quit the superintendency of schools in that town, three years ago, and now ordered reinstated by Justice Cox of the State Supreme Court.

Determination of the case has taken longer than should be necessary, with consequent accumulation of some $18,000 in back salary for the town to pay. And how large a gamble of time and expense the ousted schoolman was obliged to make! Happily for Dr. Graves he won his fight. The committee that ganged up against him that gave him no proper hearing, and even hired his successor before putting him on trial for his professional life—that committee's procedure at length stands condemned and repudiated.

It was not the first, nor will it be the last occasion of the sort in the history of education in the United States. School Boards are composed of human beings and they have the mixture of faults and virtues common to the species. Far too often do they allow their emotional, clannish or partisan likes and dislikes dethrone their judgment in the making or unmaking of executives and faculties. Security against arbitrary knifing must become a recognized and respected right of every educational worker. This much is required not only in fairness to the workers but for the safeguarding of the schools and the pupils they serve.

Improvement for Slow Readers

LYLE K. HENRY
Department of Psychology
Iowa State College

Why the wide differences in reading rate? How can we train for quicker comprehension?

WHAT are the causes of poor reading? One of the most common causes is simply a *slow habit* of reading. As youngsters we read very slowly and we gradually increased our speed as circumstances demanded. The average secondary school probably does not require of students the rapid and extensive reading prevailing in college where reading assignments of 20 to 50 pages are not uncommon. Very slow readers sometimes move their lips and even vocalize as they read. As a result they read no faster silently than they could orally, which would probably be around 150 words per minute.

Another common cause of poor reading is inefficient eye movements. Our department has made a rather thorough study of this factor by the use of instruments furnished through the courtesy of the American Optical Company. By the use of an eye-movement camera the exact behavior of the eyes was recorded during reading. As you know the eyes move across the line in a series of rapid jerks, seeing only while at rest. The eyes of the good reader tend to move across the line in a rapid, rhythmic fashion and make few regressions. A regression is backing up to the same line for a second try at a word or phrase. The eye-movements of the poor reader are characterized by many fixations, and many regressions. This automatically means slow rate and it is accompanied by low comprehension, as well. It is rather well established that the fast reader is usually the best reader.

Other causes of poor reading ability include inadequate vocabulary, visual defects, and personality disturbances.

How can reading rate be improved? Fortunately, many methods have been tried and most of them give positive results if no physical or personality defect is involved. An exposure apparatus, the Metron-O-Scope, is now available, which trains the eyes to move properly along a line by exposing a phrase at a time with a left to right rhythm. The speed of presentation can be increased up to 350 words per minute and regressive movements are prevented by the use of shutters. This instrument has been tested in our laboratory and gives positive results.

Since this apparatus may not be accessible to schools I mention several things that can be done without apparatus to improve reading ability. Dr. Lauer of our department has found that college students improve their reading rate on an average of 30 per cent by practicing these suggestions for a period of two months.

1. Force your eye movements. This means to deliberately move your eyes along the line faster than usual. You will find this troublesome at first for you are breaking a habit.

2. Try to see phrases instead of words. It is not necessary to look directly at every letter in a familiar word or every word in a phrase to perceive what is there. Try this simple experiment right now. Write down: T h - - k y - -. You easily recognize this phrase although half of the letters are missing.

3. Read with a purpose. Read to answer questions. If none have been asked you, then ask yourself some. Anticipate the material by noting main headings, titles, and pictures before starting the regular reading.

4. Read something for pleasure. You will become a better reader if you can derive pleasure from reading. You will then be inclined to read more. If you have never had a good time in reading a book, plan to do so during vacation. If you find European History dull, try Seller and Yeatman, "1066 and all o' that." If you can't become excited over science, read Paul DeKruif, "Microbe Hunters" or Haggard, "Devils, Drugs and Doctors." In my own field I find amusement and diversion in reading some of the popular books on personality. I was amused by Irving Tressler's book on "How to Lose Friends and Alienate People," but I almost suffered serious consequences recently when my wife found that I was reading a book entitled "How to Live without a Woman."

5. Finally, one of the most important suggestions for improving reading rate is to calculate your speed and each day try to improve your record over the previous day. This is done as follows: (a) determine the average number of words per page by sampling various lines; (b) read 3-5 pages, timing yourself; (c) calculate the speed in words per minute; (d) make a graph so improvement is easily seen. Don't consider this procedure childish or unimportant. Competition with your own record is the most wholesome kind of motivation. Probably that is one reason why golf is so popular. The poorest player has faith in his ability to beat his last score.

The third matter which I want to mention, the first two being the causes of poor reading and how to improve reading, is how to prepare a reading assignment.

This may sound like a comparatively simple task, but it is one which many college students do not know how to do. Opening up one's book to the right place and reading the correct number of pages once or five times does not constitute studying an assignment.

May I suggest that there are at least five steps in preparing an assignment and further that there is a correct order of performing these steps.

1. The preview. This consists of looking over the main headings and pictures for the purpose of finding what the lesson is about and how it ties in with the previous assignment. The preview lets you know what is going to happen and thus helps you establish the proper mental set. And mental set is important. Recall your puzzled attitude the first time you were asked to name two American coins which totaled 55 cents and one of them was not a nickel. The mental set formed by the statement prevented you from immediately recognizing that, while one of them was *not* a nickel, the other one certainly *was*.

2. The second step in preparing an assignment is a thorough reading, underlining important ideas as you read. Many people copy notes at this point. This is unnecessary if you can mark in the book. The purpose of this step is to locate the main ideas and one complete reading should suffice.

3. Recite to yourself. This is one of the most important steps, and one that is frequently omitted. Learning is an active process, and some repetition is necessary.

4. Check your recall. Steps 3 and 4 work together. Recite to yourself without the aid of the book and then refer to the book to note omitted ideas. Do this until the main ideas are clearly in mind.

5. Reflection and application. Ask yourself, "What of it? What does this material mean to me? How can I apply it?"

6. A sixth step may be added in the form of summary and notes if desired. Notes should be in outline form and in your own words.

Studying a reading assignment in this fashion will often require less time than two thorough readings only, and will probably result in more learning than 3 or 4 ordinary readings.

May I summarize as follows:

1. Good habits of work are important in school and in life.

2. Poor reading is frequently just a bad habit which can be corrected by practice.

3. Studying is more than merely reading.

Many excellent pamphlets and bulletins on study and reading are now available at small cost. Two very good ones are published by Stanford University Press and are entitled "How to Read Rapidly and Well" and "Study Hints for High School Students."

Personality Up to Schools

JASPER T. PALMER
Principal, Washington Junior High School
Mount Vernon, New York

IT is generally conceded that personality is a big factor in one's success in every phase of human progress. Can the public school help develop the desired personality? A few years ago the question would have been answered negatively, almost unanimously. Even now there are those who feel that personality is something that one is born with, which cannot be acquired, changed or trained; that is, as someone has put it, "one has IT or he has not." There are others who feel that personality can be developed, and guided; furthermore, that the change and improvement can be made through the medium of the public school program.

Because personality is such an intangible thing and because it appears to be so much of what a person just naturally is, it is no wonder that some people question the ability of outside agencies materially and effectively to make any change for the better. This idea harks back to the long discussed theme of inheritance *versus* environment, and which of these is the greater influence in one's life.

I am of the opinion that personality can be influenced and is influenced, either for good or bad, by contacts, both accidental and planned. From what has thus far been stated, an observer might ask, "Are you not confusing personality with character traits?" I am not confusing the two, but are personality and character so very different? Are they not both what a person really is or becomes and have we not long recognized that character training is possible, although we may differ in the means to the end? We might think of the two as different in that personality is exemplified by one's appearance, bearing and manners while character is shown by one's acts and feelings, such as, being honest or dishonest, industrious or lazy.

▼

Do we believe we can train boys and girls to be honest who have a tendency to be dishonest, either from natural inclination and perhaps through ignorance of consequences, or through precept of an

unfortunate home or neighborhood environment? I certainly do believe this and have proof of results through the years in school and in later years in the social and business success of many people. Why then is it not equally true that we can train personality?

What do the public schools contribute toward the building of a strong and attractive personality that means so much to the social and business world? Let us get a picture of the personality in a person who appeals to our social liking and the one with whom we like to associate in a professional and business way. There comes to mind, first, all that makes a good first impression—the good poise and composure, yes, and the clothing, both kind and manner of wearing; the more scrutinizing of us would probably feel our eyes running over the coiffure of the ladies; the manicuring in both male and female; the more fastidious, would find his eyes on the feet —the shoes. The absence of jewelry, or a great display, will get our attention; and lipstick, or its absence, the highly-colored cheek or the natural in the ladies; a haircut and shave or lack of them amongst the men.

▼

After the "once-over," and it is astonishing how much of all this surveying one can do in a second or two, and does—one observes the step, the gait, the way he uses his hands, the way he sits, how he shakes hands, whether conscious of his clothing and whether movements in general are quick or sluggish, graceful or clumsy.

Our attention is next drawn to the voice, and quite unconsciously. Is the voice pleasing or displeasing; is it musical or rasping? Does he speak easily or with labored effort? Incidentally, his grammar might be displeasing. We could go further than voice quality and grammar usage and watch our impression of his vocal tactics. Does he wish to do all the talking? Is he a good listener? Has this not a part in making favorable or unfavorable impressions, and is it not possible that this may reflect some personality traits? If we have a long opportunity to observe our friend, we watch him at work or at play. His technique would interest us in spite of ourselves. It would please or displease us.

▼

If the business and social world are looking for well trained and attractive personalities, does not this certainly come within the realm of education? It may be possible to groom an inwardly weak person with a favorable outward appearance. A personality training and development that does not train the heart is doing little toward perfecting the desired aims and ends. A personality must be free to express itself in natural ways but our training in education should be such that the expressions will become natural and habitual both from within and without. It is this free personality which expresses itself in a true democracy. Dictatorship within the school in an elementary way, or in a big country in a political way can stifle any normal growth of a real personality.

The normal personality develops with good environment, the right training, sound health and social security, which all spell happiness, and with happiness and contentment come success. Youth are our citizens of tomorrow. The public school training is the salvation of our tomorrow's country, notwithstanding the valuable contribution of home and church. All or most of youth are touched by our schools. All too few are influenced by the church and it is equally as unfortunate that the home, as a potent social unit for good, is not what it should be in many cases. Thousands of homes are ideal in their influence, but we are all well aware of many that are not—not all are in the slum areas, either.

▼

The schools of tomorrow will bring us better diagnosis, guidance and administration. Psychiatry is really in its infancy. Training and developing the emotional and natural instincts have not yet had a fair start. All this is very definitely tied up with the growth of the personality that schools must develop to insure happy homes, tranquil communities, personal social security and stable governments.

▼

Education of the right sort, the best in our present day programs, will lessen crime through preventive and curative measures, and lead to a peaceful settlement of social and economic problems.

The school where free discussion is discouraged, where inquiry into significant problems is hushed up, where teachers are forced to avoid the controversial or where teaching is itself dogmatic or dictatorial discredits the democratic idea in the eyes of students. The learners are much more impressed by the **practice** of democratic procedures than by description and exhortation.

The best defense of our democratic tradition we can have is schools devoted to the practice of democratic principles of free speech, free inquiry, and respect for the right of the learners to learn.—J. W. Studebaker.

School Executives at Cleveland

By BELMONT FARLEY

DEMOCRACY was the key note, high note, grace note of the sixty-ninth annual convention of the American Association of School Administrators in Cleveland, Ohio, February 25-March 2, —democracy at home, democracy in Europe, and democracy around the world. Jan Masaryk came from the late democracy of Czechoslovakia to plead for less evasion and pussy footing by the world's democratic leaders. Lord Bertrand Russell came from the British Isles urging educators to condition their students against propaganda contrary to the ideals of free self-government.

A story relates that President Coolidge's pastor preached on sin. The pastor was against it. Some hundred addresses at the Cleveland convention were on the subject of democracy. The speakers were for it. But they went farther than that. In keeping with the recently created aphorism of Secretary of Commerce Harry L. Hopkins, that "life is too short to make speeches unless you intend to do something about it," the ten thousand educators who participated in the six-day sessions left the convention with strong determination to do something about democracy, and with some concrete first steps in mind.

The emphasis upon democracy followed naturally enough the plan of President John A. Sexson, superintendent of schools, Pasadena, California, to implement the work of the Educational Policies Commission. The Commission's first effort was to trace the origin and place of a free public school system in a nation devoted to democratic ideals.

Since neither man nor man-made institutions live by bread alone, the *Spiritual Quality of Democracy* constituted an appropriate topic with which to begin the convention at the Sunday afternoon vespers presenting Theodore Gerald Soares. Dr. Soares, professor of ethics, California Institute of Technology, finds the characteristic marks of a government, not in its precepts and institutions, but in its attitude toward the unimportant man. "It is significant," said Dr. Soares, "that the wisest political philosophers from Plato to Hitler have not believed that the masses have the wisdom or can develop the wisdom to control society. Political pholosophy has been very largely an attempt to devise some plan to keep the common man subdued and to keep him satisfied. We want him to be happy, but we do not want him to be free; so he remains unimportant."

In the expansive moments of American leaders who talk of "a car in every garage or a chicken in every pot," Dr. Soares finds evidence of the fact that, "we want unimportant people to be happy . . . but we are very nervous about letting the mass of people secure control." In new emphasis, not only upon the rights, but also upon the contributions of the common man, Dr. Soares sees enrichment of the spiritual values in democracy.

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The material foundations of self-government were discussed by Secretary of the Interior Harold L. Ickes in an address on the conservation of natural resources. He advanced a conservation policy which would preserve, not only resources of economic value, such as soil, coal, oil, minerals and forests, but the vast areas of natural beauty such as are now being included in the national park system. The Secretary departed from his plea for safeguarding the continent's natural storehouse far enough to advocate a reorganization of the federal government which would render more effective the administration of these safeguards.

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One of the few women speakers on the program, Mary B. McAndrew, superintendent of schools, Carbondale, Pa., selected for her subject "The Human Resources and Their Development." She strongly objected to the restriction of family size through birth control. "By stopping population growth it has blasted the very foundation of our economic system. Many children are necessary to our economy, as consumers from producers when they grow up. Al- the moment they are born and as ter that set-up and you guarantee a chronic stagnation of business."

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On the other hand, Harl R. Douglass, University of North Carolina, claimed that present economic and educational conditions in this country are ill prepared to care for the young people we now have. "Like the pariahs of India, one-third of American youth between 16 and 22 years of age are educationally and economically unwanted and have no place in present day American life," said Dr. Douglass, who sees no place in schools for these "untouchables" because school people cling blindly to the curriculum of an earlier day, nor in industry, because union labor is opposed to competition of these young people and because the employment policies of business are not based upon consideration for their needs.

Education as one of the principal economic factors in democracy was stressed by L. John Nuttall, Jr., superintendent of schools, Salt Lake City, Utah, who described the increased economic effectiveness of trained workmen, and the larger demand for the goods of industry by those whose tastes have been refined and whose wants had been developed through the cultivating influences of education.

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The National Association of Manufacturers, through Allen A. Stockdale, representative of that organization, described the role of business in a democratic society as one of free enterprise, untrammeled by government control and intimidation. Summarizing the history of one hundred and fifty years of self-administration of business and industry, he showed that this nation with six percent of the acreage of the world and seven percent of its population enjoyed half of all the railroads, telephones and electric energy invented and developed by man. With an array of statistical evidence, Mr. Stockdale contended that the American people live better. This country, he said, has been enabled to consume half of the coffee, tea and rubber, two-thirds of the silk and one-third of the coal used in the world.

▼

Convention speakers indicated concern at the rising influence of organized propaganda in American life. It was agreed that freedom of speech leads almost inevitably to propaganda; that, therefore, propaganda cannot be eliminated, but that the schools should teach youth to recognize propaganda and to protect themselves against the influence of its wiles.

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The Columbia Broadcasting System brought to the convention *The People's Platform*, its weekly network broadcast of that title, directed by Lyman Bryson, Teachers College, Columbia University, in a discussion of "Propaganda and Its Effectiveness Today." John Marshall, president, Board of Education, New York City, urged Americans to guard against propaganda that is selfish, vicious, and superficial.

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Harold Benjamin, University of Colorado, called the innate selfishness of entrenched interest one of the social vices which adversely affect the school. "Again and again the anti-public-education interests have used all their tongue-in-the-cheek arguments, repeated all their slogans, hurled all their well-worn epithets, wept over lack of funds, and cried out that bloated educational blocs were ruining the country, when the very real and clear reason for their opposition was that they did not want the children of the common herd to have educational advantages which the wealthy could buy for their own children privately, and they feared above all the development of a system of democratic education which would allow the masses of the people actually to change their own ways. Again and again the masses of the people have come to recognize however dimly the purposes of this opposition, and then they have invariably stepped into the battle with a will and forced the enemies of public education back on their heels."

▼

The educational problems of village and open-country neighborhoods had the spot light at the convention. The yearbook of the American Association of School Administrators, prepared by a Commission of which Hobart M. Corning, superintendent of schools, Colorado Springs, was chairman, bears the caption *Schools in Small Communities*.

Under the direction of Roy W. Hatch, New Jersey State Teachers College, Upper Montclair, the *Village Revue* brought students and citizens from the small community of Amherst, Ohio, to describe and illustrate the educational opportunities which the typical rural boy and girl enjoy or lack today.

▼

Discussion of rural school problems included those of transporting pupils. Ward G. Reeder, Ohio State University, described possible economies, among them: school ownership of buses; increased seating capacity of buses, within the limits of safety; planning of routes to use buses to capacity; continuous maintenance and servicing to eliminate major and expensive repairs; and provisions for transportation insurance. The last measure was suggested as a moral rather than a legal responsibility, since with the exception of New York, California, and Washington, the courts have almost unanimously ruled that school boards and their employees are not subject to liability for accidents.

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On the afternoon of the last day of the convention, a special session was called to summarize and appraise the meetings. A printed summary of each general session was placed in the hands of each delegate present. A panel of seventeen members discussed high spots among the seven hundred addresses made at nearly two hundred and fifty general and group meetings.

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The exhibit of school supplies and equipment at the convention was so large that three of the auditorium's exhibition halls were required to house it. The Associated Exhibitors entertained the delegates at a principal session. The annual award of the Exhibitors for outstanding service to education went to Dr. Payson Smith of Harvard University.

Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania, is the new president of the American Association of School Administrators; John A. Sexson automatically becomes first vice-

president. Second vice-president, elected at the convention, is Homer W. Anderson, superintendent of schools, Omaha, Nebraska. William J. Hamilton, superintendent of schools, Oak Park, Illinois, was elected a member of the Executive Committee.

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The resolutions expressed unqualified support of efforts to secure federal aid to public education, and approved the program for federal aid embodied in the Senate Bill S. 1305, hearings on which were held at Washington before the Senate Committee on Education and Labor during the last two days of the convention.

Another resolution expressed disapproval of the abolition of board of education, such as has been recently proposed to a committee of Congress interested in the reorganization of the government of the District of Columbia.

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Cities inviting the convention next year were Chicago, St. Louis, Houston, and New Orleans. Selection of the convention city will be made by the Executive Committee in April or May.

An Unsung Hero of 1776

By WILLIAM C. MCGINNIS, *Superintendent*
Perth Amboy, New Jersey

* "Each generation Freedom's creed
Must be with harshness taught,
And freemen warned that all they have
And are was dearly bought;
And oft must Lexington be roused
And Concord's fight be fought."

Freedom and liberty were never conferred upon any nation. The freedom and liberty of a nation have always been attained by fighting for them. The freedom and liberty of a people can be maintained only by fighting for them. Americanism, the freedom and liberty of the American people, can be maintained only by combating those forces which are enemies of our form of government and it makes no difference whether those forces are Communism, Nazism or Fascism.

▼

If American freedom and liberty mean anything they mean freedom and liberty for all. To know what they mean we need to know our history. That is why Freedom's creed must be taught and Lexington be roused in each generation. We take too much for granted. We are too complacent in our freedom and liberty. Of late years it has been the fashion to belittle Concord and Lexington and the process by which Americanism was established.

At the recent meeting of the Bund at Madison Square Garden one of the speakers read a list of names of Jews who he said were enemies past and present of the United States. In the list was the name of Hyam Salomon.

Charles Spencer Hart in "General Washington's Son of Israel" (Lippincott) tells the story of Hyam Salomon. Charles Spencer Hart tells three episodes in the drama of Hyam Salomon and the birth of the United States:

1. In a synagogue in Philadelphia. It is Yom Kippur. The most sacred period in the ceremony is in progress. A rider in the Continental Army uniform rides up to the building and enters. "I am a courier from General Washington. Is Hyam Salomon here?"

   A small man in a Quaker hat steps forward. He receives a letter from the courier. He reads it. Then he speaks in soft Jewish accents, "Tell General Washington that his appeal shall not be in vain." General Washington asks for $200,000.00. Hyam Salomon pledges all his resources. His companions pledge various sums. The total amount is raised and the Hebrews return to their religious exercises and the worship of God.
2. The second episode is in Paris. King Louis XVI and Benjamin Franklin are in conference with regard to the request of the infant American Republic for financial support from France.

   "But who," asks the King, "will guarantee the subsidies you ask?" Franklin replies quietly, "Hyam Salomon."

   "It is enough," the King rejoins.
3. The third episode. In the obituary column of the Philadelphia Journal and Advertiser of January 8, 1785, is a one-line obituary: "On Thursday died Hyam Salomon, a broker."

Hyam Salomon's history is a history of generous financial and personal service to his country never excelled in this or any other nation. It is an outstanding example of what the Jewish people have done for this country and for other nations of the world.

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It is not my purpose here to tell the story of Hyam Salomon. Read it as written by Charles Spence Hart. The three episodes I have cited are only three incidents in Hyam Salomon's life of devotion and service to his country. He paid the salaries of three future Presidents of the United States and he paid the expenses of Lafayette's Army.

In 1925 President Coolidge suggested building a memorial to Hyam Salomon, but nothing was done.

In Philadelphia on a hill of old and narrow streets one may come to Plum Street and the little old cemetery of Mikveh Israel. Here Hyam Salomon is buried.

* Rhymes of Vermont Rural Life—Daniel H. Cody.

Williamsburg—A Lesson In History

By Rutherford Goodwin
Director, Department of Education
Colonial Williamsburg, Incorporated

The restoration of Williamsburg, Virginia, to the appearance which it presented in the English-American colonial-period, has now been in progress for more than eleven years. Sums estimated in excess of twenty million dollars have already been expended, and the work continues. Much has been published concerning what has been done. The following article goes a step beyond the past and present into the future. Of it its author writes: "It would be superfluous to recount for educators the now familiar story of the Williamsburg Restoration. It may be of interest to schoolmen however, to consider some of the hopes which those engaged in the work hold for its future."

EDUCATION may be defined as a sustained endeavor to discover the simplicity of complex things and the complexity of simple things.

The restoration of Williamsburg, Virginia, sponsored by Mr. and Mrs. John D. Rockefeller, Jr., is a monumental educational undertaking. In one sense it can be said that the Williamsburg Restoration is a monument to simplicity; for the ways of life in a new land are apt to adhere more closely to fundamental things than are those in over-populated and custom-ridden centers. To complete the paradox, however, it should be acknowledged that this monument to simplicity presents today a confusion of educational problems and possibilities altogether as many-sided and as complex as may be.

"The Restoration," as it is known locally, has passed through many stages which in retrospect appear to have been logical steps in the fulfillment of a plan. In general and to a degree this appearance is entirely justified. Beyond the point of general conception, however, the work represents a logical recession, in the course of which a more elaborate and extensive plan is evolving. The willingness of the sponsors to keep pace with the unfolding potentialities and involvements of the Restoration they have undertaken is resulting in activities and influences which are as unique in scope as in scale.

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At the outset, the goal of the Williamsburg Restoration was the creation and preservation of something in the nature of what today is termed a "shrine"—a place of remindful inspiration. Its principal primary consideration was architecture—the restoring and reconstructing of historic buildings. But the restoration and reconstruction of buildings inevitably led to the restoring and reconstructing of out-buildings and gardens, that the buildings might appear in a proper setting. The proper setting, in turn, required harmonious streets and greens, fences and planting, lamp posts and pathways, together with the other appurtenances essential to such a scene. Within, the buildings demanded decoration, furniture, and furnishings of many varying types. Naturally, so comprehensive a representation required a wide and specialized knowledge of the life represented—and architecture again found itself, as always, a handmaiden of history.

In consequence, though these things grew one from another in the simultaneous execution and development of a plan, they grew also from the painstaking research—documentary, archaeological, and pictorial—which each of them demanded. Research endeavors, for their part, invariably and unceasingly indicated new possibilities for development—and possibilities for further research. And so this portion of the work also has progressed, broadened, and continues. A "shrine" which was intended primarily as a place of memory has discovered how very little is remembered and has become an active historical educative agency.

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Again, it would be natural to assume, in an age of experts, that the Williamsburg Restoration is the work of experts. However, in view of the fact that the project has been presented as a "monument to simplicity," it will not be amiss to advance the simple truth: If the Williamsburg Restoration now has experts, it has, in so far as its own unique requirements go, created them. It follows that to the same degree to which these experts have learned their lesson from or adapted their experience to Williamsburg and its history, just so far will their work survive and the project be enabled to teach.

Thus the Restoration finds itself today in the position of the teacher of whom Lord Byron wrote:

> She taught the child to read, and taught so well,
> That she herself, by teaching, learn'd to spell.

Removed from its original connotation, this apt and simple simile may tend to temper the frank admission that, educationally, the Williamsburg Restoration has now only learned its letters and begun

to form them into words. Obviously, the more voluble and forceful years lie ahead.

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Nor is this condition peculiar to the Williamsburg Restoration. On the contrary, it is extremely fortunate, if not significant, that the undertaking has coincided with a period in which popular United States history is emerging from a dark age—from what certain sections, with more or less justice and understanding, have looked upon as a period of illicit monopoly. The question as to the degree to which the Restoration is a cause of this trend or a result of it is of little consequence. The important thing is that the trend has developed.

The military historian, who sought to trace and portray the life of a people through a wide-spaced chronology of heroes and great events, is giving place to the sociological historian, who seeks through true understanding of the life and inherencies of a people to explain the epochs through which they have passed. With this advent have come new standards of historical value and new techniques for attaining them. Moreover, these influences have found their way into the fields of fictional and poetic literature, which have so long unwittingly and with impunity disturbed the balances of popular history.

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These developments are giving rise to a gradual historical review and revaluation in this country, and such studies are revealing marked distortions in the focus of its popular history as projected up to the present time. Among these distortions, the disproportionate lack of emphasis and importance accorded Southern history is outstanding. Once recognized, however, such conditions are readily explained. Historical evaluation is obviously a matter of time, and it would appear that the English-American colonial period has only now become sufficiently remote to permit accurate historical treatment. The period between the American Revolution and the War Between the States was too close to the colonial period to offer favorable conditions for historical summation. In the years which have followed the Civil War, students of history have, generally, been too greatly affected and handicapped by that struggle to accomplish a fair appraisal and a sound treatment. The fact that the effort to correct this condition is coming both from within and from without the South is indicative. The new standards have demanded the balance which only an added weight of Southern history can give; and the South, sensing the vindication of many of the real principles of her so-called "lost cause," is arousing from a prolonged intellectual and philosophical melancholia. Williamsburg is of the South. More especially it is of Virginia. the historic and historical matriarch of the South.

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What, then, may be expected from a project undertaken at so fortunate a time and under such favorable circumstances. In general, its possibilities divide themselves into those of the immediate and the distant future, into educational opportunities among present and future generations. Beyond this, in both instances, two planes of endeavor are indicated to satisfy the requirements of those professionally concerned with the past and the needs of the general lay public.

Th Williamsburg Restoration cannot hope to offer to its average lay visitors of today the values it will afford their successors of twenty-five or fifty years in the future. It is true that it offers today an increasingly remarkable visual and atmospheric lesson in the various fields represented, which lesson is supplemented by a carefully coordinated verbal and printed interpretation. That the general public has enjoyed and profited from such an experience is established by the increasing thousands of visitors who follow those who have already come to Williamsburg. Yet, the short time which the average layman can devote to such a visit increases the desirability of a thorough foundation in accurate and well-balanced history, in order that Williamsburg's lesson may serve as an understandable educational supplement, rather than as a questionable revelation or a pleasant moment of entertainment.

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To the degree and within the limits that the foregoing statements are justified and tenable, such thoughts present a challenge to educators and to others concerned with the presentation and interpretation of history. To them the Restoration would offer the ready laboratory from which its own lessons have been learned and in which it yet pursues its studies. Through them, through its own publications, through the publications of others, through cooperation and collaboration with the various scholarly agencies and individuals who seek the truth of English-American colonial history, the Restoration will endeavor to provide or to take part in the provision and dissemination of well-balanced historical truth. Such truth it hopes to preserve and to portray to well-prepared generations in the future.

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Finally, it should be made plain that, having been influential in the correction of historical distortions, the Williamsburg Restoration has no desire to create others. It feels itself primarily concerned with Williamsburg's contributions to Virginia history and the contributions of that colony and commonwealth to the nation and its philosophy. The Restoration must remain aware, as the whole country should, that the nation developed in sections and that only through a proportionate blending of the true history of these sections and of their inherent qual-

ities can national truth be known and the best interests of all be attained. In this scheme, Williamsburg may serve as an *example* to other sections, but never as a model. Thus another paradox is provided: The Williamsburg Restoration may gain its broadest aims by closely adhering to and proclaiming its own definite and obvious limitations. In so doing it will inspire, not antagonize, its neighbors; and, meanwhile, it may exemplify as well as teach Virginia's time-honored doctrines of Liberty, Justice, and Tolerance.

First Day

C. Leo Montibello, *Brockton, Massachusetts*

A STORY

MARY Martin's heart slipped down to her toes, as she studied the one-room building to which Dr. Jed Harkins, chairman of the school board, had driven her, and then had as unceremoniously driven off. Indeed, he had been rather abrupt. "Child delivery. Mrs. Calper is having her ninth. If I had my way . . . ." But his voice trailed into a new thought. "You'll find everything in order. Old Tom Peters will come around soon, to give you a hand."

But Old Tom Peters didn't come around, and wouldn't come around again. He had died of a stroke early that morning. "Fetching a veterinarian for his ailing cow," she later learned.

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Patiently, Mary Martin turned to the stove in the center of the room. Her heart was still somewhere among her toes, as she feebly started the wood fire, or, rather, made the attempt. But she had learned nothing about balky stoves at Miss Primstone's Teacher-Training Institute in an exclusive Cambridge section. In fact, she had regarded stoves as museum pieces. But now, coaxing heat from one of those "museum pieces" became her problem. She realized this as she shook a few matches from the tobacco tin she had found in a desk drawer. She then took a few sprigs and tried her level best to fan a blaze, but succeeded only in extinguishing whatever flame she stirred up. She lost the first skirmish and, with tears of exasperation creeping into her eyes, was returning to the attack, when she heard hoots, cries, and cheers coming from the school yard. She didn't need a second guess to know that a fight was taking place. She ran to the window, threw it wide and, leaning on her elbows, watched the fight.

"Marvelous," she finally applauded. "Who's the champ?"

The milling group broke. Two boys struggled to their feet.

"I thought it was a fight, not a wrestling match," she said.

"It was a fight," said the shorter but stockier of the two. "But Slinky don't fight fair. He likes to wrestle. He tripped me. But I let him have it."

"Oh, yeah?" mocked Slinky. "Your eye's not looking any too good."

"What about yours?"

"I'll see both of you," called Mary Martin. "I have a little surprise for you."

"Must be the new teacher, Freckles," grumbled Slinky, as they tramped toward the school.

"So what?" demanded Freckles. "And don't get chummy."

"Okay, okay," shrugged Slinky. "But what do you think she'll do?"

"Who cares?" growled Freckles. "It's what she'll make us do that worries me."

"The fellows'll start talking. They'll call us teacher's pet."

"So what? You've always been teacher's pet. You're too goody-goody."

"Almost too good for you," mocked Slinky.

They were at it again, when Mary Martin came to the door and called them in again.

"I wonder if you'd start the fire?" she asked Slinky.

"Ha, ha," laughed Freckles. "He couldn't even light a match."

"Perhaps, you could help him," suggested Mary Martin. "And then you might do some dusting. The room can stand it."

"Aw, that's a girl's job," grumbled Freckles.

"Maybe, you'd like to have girls do your work forever," said Mary.

"Aw," flushed Freckles, "I'll dust. But if Slinky starts tattling——"

Slinky snickered. Freckles balled his fists again. Mary Martin saw that he was spoiling to finish the fight she had interrupted. But, ignoring them, once they set to their tasks, she returned to hers. This coming into a classroom in midsemester was no easy assignment. Especially after a vacation. But Mary had been glad of the opportunity to finish out the year at North Carson. She was determined to make good—for herself and the youngsters placed in her care.

Mary Martin made a hasty inventory of the materials the classroom boasted, and those it lacked. She then took the Bible, selected a passage for reading, and then, glancing at her wrist-watch, saw, to her dismay, that it was time to ring in the children. She summoned them with an old gong, an heirloom handed down by Miss Esmerilda Dew, the first teacher to

step into the school. Mary found, as morning wore on, that Freckles was Johnny Lesters and that Slinky had been christened Michael Barrows. She also discovered that Johnny was in the habit of carrying frogs in his coat pocket.

"But it's mine," said Freckles. "I found him. I brought him here."

"And I'll give him his freedom," said Mary Martin.

"She's too smart," said Michael Barrows, sidling up to Freckles as they recessed.

"I'll say," nodded Freckles. "But it's your fault. You kept looking at my pocket, then at her, and then back at my pocket again."

"So, blaming me for your troubles. That's what you always do, John Lesters. Mother tells me not to play with you. She says that you're no good."

"Well, I'm pretty good with my fists," barked Freckles.

And they were at it again. Mary Martin, seeing the fists fly, did nothing. She let them fight it out. "Why not?" she thought. "They're evenly matched." Then, instead of cutting recess short, she let it run over, before ringing the gong. And, as the youngsters filed in, she thought she heard Johnny say, "You fought clean that time, Mickey."

However, she had little time for thought when Jed Harkins called at the school during afternoon session.

"Mrs. Barrows is snorting mad," he said. "She blames you for everything. Says you should have stopped the fight. Making her Michael fight with that Lester boy. They ain't social equals."

"You'd think they were, if you saw them coming in this noon, arm in arm. And Michael Barrows seems to like it."

"Well, you're in a spot. A mighty tight spot. Mrs. Barrows is a member of the school board. And, I don't mind telling you that she's got influence."

"What would you have done in my place?" demanded Mary Martin.

"Exactly what you did. But," reminded Dr. Harkins, "I'm not the teacher. And, by the way," he added, in leaving, "Mr. Barrows will be around sometime today."

Mr. Barrows arrived shortly after dismissal. Michael and Johnny were polishing the stove. A few other children were helping Mary set things in order.

"I'll only take a few minutes," said Mr. Barrows, proper in speech as he was in dress. "I understand that you allowed my son—my son, mind you, to mix with John Lesters. Do you think that was right?"

"No," replied Mary Martin. "I should have interceded for your son, so that he might still be called Slinky, be isolated from the group regarded as an outsider. Isn't that what you wanted?"

Mr. Barrows cleared his throat.

"It's what I believed I wanted. And it's what Martha—that's Mrs. Barrows—evidently thinks she wanted. We have given Michael every advantage a boy could ask."

"Except the advantage of being himself," supplied Mary.

"Precisely," nodded Mr. Barrows. "Look at him. A little dirty, a little bruised, but a great deal happier. I thought it was regular to be different—irregular. I thought a person had to stand out of the crowd to be outstanding. Instead, he has to stand in with it to be successful and satisfied. All Michael could talk about this noon was his fight with John Barrows, and how he helped him light the stove. And the rest of the fellows seem to like him, too. He thinks you're great, Miss Martin. That's high praise, coming from a boy."

"We're all through, Miss Martin," said Michael Barrows.

"How does it look?" asked Johnny Lesters.

"I'll answer that," said Mr. Barrows. "It looks fine. And how would you like to have me drop you off at your house, Johnny?"

"Come on," urged Michael.

"All right, Mickey," said Johnny.

"But I thought the Lesters lived on the wrong side of the tracks," smiled Mary, as the boys raced ahead.

"There is no wrong side of the tracks," said Mr. Barrows. "I hope you can convince Mrs. Barrows of that, when she calls on you."

Mrs. Barrows!

There she stood, as big as life, in the parlor. She had arrived shortly after supper.

"I came to speak to you about your conduct at school today," she told Mary Martin. Mrs. Barrows' face was a grim line. And then that line broke into a gradual smile, and then a chuckle.

"You—you approve?" questioned Mary.

"Fully. It is high time Michael had some sense knocked into him. And, in that way, so did I. A boy can often show his parents where they are wrong."

"Parents often see things through adult eyes, not through the eyes of childhood," explained Mary. "They set up adult standards as childhood goals."

"I am beginning to understand," said Mrs. Barrows. "And I wish to thank you for shaking me out of my smug complacency before it got too late. I only wish you could make Mr. Barrows see the light!"

Mary Martin smiled as she dozed off. Night was peaceful and quiet. A fitting end for her first day as teacher at North Carson. She knew she would like it there.

Another "Mary Martin" story will appear in our next issue.

If Bacon Were Alive Today

RAYMOND E. MANCHESTER
Dean of Men, Kent State University
Kent, Ohio

IF, in the course of human events, Mr. Francis Bacon's number had come out of the lottery in 1890 instead of in 1560 (old style) and if he had opened his eyes in the land of rocks and templed hills instead of in York House, it is very probable he would have grown up in some small town, joined the Boy Scouts, chased the fire department's ladder wagon, peddled papers and become salutatorian of the graduating class. It is also probable that he would have gone to the State University and ended up as an average lawyer or as a member of the teaching profession.

By 1939 he very likely would be city attorney or a "prof" at good old Ivy Walls. He would most likely live in a six room cottage on Third Street, be a member of the Kiwanis Club, attend the Chamber of Commerce meetings, act as chairman of the Welfare Board, teach a class in Sunday school, own a trailer, play golf with the one-hundred-ten-ers, carry too much insurance, owe more bills that he could pay, keep a stamp collection, be a member of the Elks and read the sport pages of the Daily Argus.

On some evening, after a hectic day with affairs and interests of the average man, he would be coming home to say, "Ma, we are in an awful mess and *by heck* I'm going to write some pieces for the paper." Ma would likely say, "All right, Francis, but first you should finish mowing the lawn and by that time supper will be ready."

Events would fall into their places and about ten p.m. Francis would get going on the pieces for the paper. The editor would put the outbursts in the department—Letters from our Readers—and no one would read them, but Francis would have a feeling of having saved the world, and that, of course, would be a fine thing for Francis.

About 1980 students writing dissertations for Ph.D. degrees would suddenly discover that back in 1939 a fellow named Bacon had something on the ball and then a frantic search would be made for old copies of the Argus and some publishing company would make a million selling the essays to the new generation. All according to the American pattern!

If all this had come to pass instead of what did come to pass, Francis would not write exactly as he did when he called attention to the idols of the tribe, the cave, the market place, and the theatre, but he would be interested in attempting to get the public down to brass tacks and he would likely have a lot to say about the idols the common herd of this day so constantly get mixed up with.

Among other things he would have much to say to teachers who are charged with the responsibility of looking after the particular adolescents who light fire crackers, step on the gas, shag the Saturday night hours away, take candid shots with high speed cameras of everything sacred, address a Doctor of Philosophy with, "Hi Butch," sail gliders, play baseball for money, hitch-hike a thousand miles over a weekend, and who are more interested in tomorrow than today and more interested in today than in yesterday.

He would say, without doubt, that teachers can never get to first base unless they get down to reality, forget their gestures and remember that mere forms are not only meaningless but entirely useless when dealing with a crop of humans who have used science to satisfy their needs to such an extent that living activities are largely associated with electric switches, automatic machines, short waves, controlled gasses, canned foods, instantaneous communication, infinite distances and infinitesimal things. When a generation is perfectly familiar with the idosyncracies of the atom a teacher can't be very far removed from the interests of students and hold his job. Most certainly he would praise his God that he lived as a citizen of a nation dedicated to the perpetuation of freedom of worship, freedom of speech, freedom for the press and freedom of assmbly. He would use his every influence to create appreciation for democratic government and would exert every effort to disparage those proposing freakish theories of government and wild plans for social organization. He would be shocked over the tragic wars now in progress and would raise his voice and use his pen to convince his fellow citizens that peace must be maintained on the North American continent. He would doubtless be most anxious over the present day social problems and have a neat solution for unemployment yet be unable to put his ideas into action.

He would be especially sensitive to the fact that the radio provides the greatest market place the human race has ever had and he would tear his hair over the grotesque methods used to convince millions of persons that certain products are best. He would wonder what in the name of common sense things are coming to when reporters take pictures at the scene of accidental death but would cool off after learning that

the same reporters expected to take up a collection for the widow. He would surely be a man of the hour.

American teachers of today are doing what Francis Bacon did in his day. As he attempted to crystalize the outcomes of the Renaissance for Englishmen so our teachers are striving to take from the past the things worth while and merge them into the life of the period. Like Bacon they are fighting sham, pretense, hypocrisy and superstition, hoping to turn the eyes of youth toward the future and inspire those who are about to step into adulthood to strive for efficient plans and programs.

Vitalizing Through Vision

WALTER W. JOHLER
Kemper Military School
Boonville, Missouri

"Educational films do not take the place of the teacher . . . they are an aid to help the teacher function to a greater capacity."

NEW things are always fascinating. Of course visual education is not new. It is almost as old as education itself when we consider that object lessons, field trips, charts, maps, laboratory work, black board illustrations, and many similar things are really visual education. The "newcomer" to the visual education field, the one that is new to most of us, is the educational motion picture. Let's talk it over.

Do you, as a science teacher, generally have a piece of chalk in your hand so that you can make sketches and diagrams on the board to aid in the development of your classroom work? As a teacher of social science or English do you find that the students are eager to mention things they have seen at the local theater in connection with the class discussion? In other words, have you as a teacher found that the seeing eye, the visual sense, of the student is a valuable means of securing true, life-like education? If you have, you should be interested in the motion picture and its use directly in the classroom.

My own experience, much the same as that of others with whom I have talked, is that I can secure the greatest understanding from the class when I constantly use blackboard illustrations, models, demonstrations, and so on. Moreover, the student interest, activity, and purpose increase when I am able to make my illustrations life-like and related to fields other than my course subject.

Anyone interested in the teaching techniques and outcomes at which I have hinted above will be quick to realize that the motion picture can show many things in a more realistic fashion than even the best teacher. And equally important, one will soon realize that the outcomes tend to be more general, of wider scope, and more useful. In the particular school in which I find my work the use of the motion picture has been rather contagious. At the present time the number of motion pictures used in direct connection with the class work is such that, on a mathematical basis of distribution at least, each student sees and discusses about one film a week. As a result of this visual education program there are certain definite advantages of the motion picture film which seem worthy of mention.

By means of the motion picture, abstractions can be made concrete. For example, a teacher can diagram a radio tube and tell how the electrical charge on the grid affects the flow of electrons from filiament to plate. However, animated diagram methods on the screen put life and motion into the electrons. It is now fascinating to watch the grid of the tube first retard and then increase the flow of the moving electrons. The situation becomes real and living; the concept is made clear. In like manner, electronic motion in molecules, nerve impulses, sound waves, electrical charges, and equally abstract concepts can be shown and better understood.

Then there are some things which are too expansive and too difficult for students and teachers to see. Volcanoes or glaciers, for instance, are pictured by daring camera men from viewpoints we can never expect to reach. Foreign customs, dress, dances, and the like are adapted to photography, but viewing them in person is not within the means of the average person. A trip of several weeks' duration and of considerable expense would be required to see the operations involved in cutting down a tree in the northern woods, floating it to a mill, reducing it to pulp, and manufacturing it to paper. A class can follow the motion picture of this whole procedure during one class period and in addition see, by means of animated diagrams, some things they would not have been able to see had they actually made the trip. In brief, the lands of the earth, the life in the sea, and the birds of the heavens can be brought into the class room through the motion picture.

Some things are accessible to all and of visible size, yet we cannot see them because they move too fast. However, slow-motion puts them within the reach of our vision. Slow-motion enables one

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to see how a bird uses its wings to "scoop the air" as it flies, or, using smoke to render air visible, it shows how an airplane propeller "screws" its way through the atmosphere. Other things, such as the flight of a bullet, the breaking of a glass object, the form of an athlete, high speed machinery in motion, or even the canter of a horse, can be observed and studied by this means. In direct contrast to this there are some things we cannot see to best advantage because they move too slow. For instance, the germination of a seed, a process of days time, can be observed to advantage by means of stop-photography. One can see the roots develop and search for moisture. If moisture is found, a stimulated growth occurs in that direction, but if moisture is not found the root will continue to search until the energy stored in the seed is exhausted, finally quickly dying. This, or the whole life cycle of a plant, can be viewed in a few minutes. Growth, destructive action of bacteria, and like actions can be treated in the same manner.

I am a teacher of no importance, yet men like Dr. Langmuir, Sir Ernest Rutherford, and Sir William Henry Bragg speak to my classes and demonstrate their lectures with the skill and technique of an expert. My friends in the biology department are excellent teachers, yet they have not the time, equipment, and experience to show by vivisections such things as the stimulation of secretions in the digestive system, the action of drugs on the heart, the effect of damaged nerve cells, and many other things. Nevertheless, experts with the unlimited facilities of the country's foremost schools come before their classes and show their skill. The music instructor, humble enough to have been once my roommate in college, brings Stowkowski or Walter Damrosch and his orchestra into music appreciation class where the class can hear the masterly music and see the technique of conducting as well as see the various instruments. Once more, he can have them repeat any number he chooses. Open your classroom door to such men as these—you will like them.

▼

No, educational films do not take the place of the teacher . . . they are an aid to help the teacher function to a greater capacity. The trend of the past, and we must shamefully admit it of the present, has been too much memorizing in our classroom, too much reciting of the teacher's ideas back to the teacher, too much purposeless activity, too much narrow subject matter confined to narrow

course field. We have too little life-like problem solving, too little subject integration, too little inspiration for good thinking. *We are not looking for means of improving unimproved outcomes.* We are looking for something to aid the teacher in securing better and more general outcomes than have been secured in the past. Thoughtful discussion, better thinking, suggested problems and problem solving, and general outcomes widely useful are a few of the important benefits of the classroom film. To illustrate this last viewpoint I would like to mention a few of the situations arising out of the use of the film "Forest to Paper." In a few paragraphs a text book describes how trees are cut down in the northern forests, reduced to pulp, and made into paper. This suggests memorizing the procedure of tree-wood-pulp-paper, and little thought is stimulated. Twenty-two minutes of class time were used to view the film mentioned above. The questions, problems, and discussions suggested were along widely separated school-subject fields, yet now definitely connected fields. Some of the topics asked about are discussed concerning the lumbering were as follows: Canadian forests—location, type of trees, seeding, soil needed, climate, rainfall, altitude; lumbering practices —wastes, damage to small trees, fires, government control and inspection; lumber-jacks—nationality, language, customs, recreations, pay, seasonal employment; methods of transportation—water rights, streams. The manufacture of the pulp and paper introduced such topics as: machinery —engineering, water power, steam power; chemistry—cost of chemicals, chemical engineering; labor —skilled, unskilled, pay, organizations, hours, government control in Canada; tariffs—exchange of trade, international relationships; pulp paper—paper of the ancients, history of paper, cost, wearing qualities, consumption in the United States, substitutes. The school subjects included in the outcomes of this one film were botany, geography, geology, government, sociology, economics, chemistry, physics, engineering, marketing, and history. If a film can stimulate such thinking, problems, and discussion, and can integrate and relate subject matter, it is of definite aid to the teacher and of value to *intelligence building.*

Motion pictures represent real things, or in some cases animated drawings to make abstract things real. The student knows that for the start of every film or the start of every phase of a film there was some director who shouted to his camera man "Let 'er roll," and then the faithful and unprejudiced film recorded a real and actual object. This realism, this life-like situation, is a vitalizing force.

I would like to say more about this comparatively new friend of ours . . . the educational motion picture. I believe he can do much to stimulate progressive education. Why not make his acquaintance?

Physical Education—What?

G. Darwin Peavy
Palo Alto, California

A sequel to "Physical Education—Why?" by the same author, in our March issue.

The physical education program may be regarded as having three parts: (1) Formal Gymnastics, (2) Games and (3) Free Play. Each bears an important part in the development of the child, and, if properly proportioned, they make for a well rounded individual.

1. By formal gymnastics is meant calisthenic drill and marching tactics in which the children perform certain sets of exercises to music or to count in exact imitation of the instructor. This is the most economical method of handling large groups of pupils, particularly in a limited space. It is also recommended for school room activities when outdoor play is impossible. The children must do exactly as they are told, and there is no waste motion, hence discipline is easier.

The judgment of the average child is limited, and while we do not question the advisability of allowing him his own bent a large share of the time, yet he must learn that there are forces greater than himself which he must obey explicitly and without question. One of these is adult authority, and the quicker he learns to do what he is told to do when he is told to do it, the happier will be his adjustment to school life. He will meet such authority everywhere all his life—in traffic, on all public vehicles, in stores and in all places of amusement. There are occasions all his life when he must do what he is told without question, and the pleasantest place to learn it is at home or at school and fix the habit as soon as possible.

Calisthenics is the easiest method of correcting minor defects in that all the muscles of the body can be reached with a well planned set of exercises. This too, makes for better coordination between physical and mental processes and speeds up the proper functioning of the body parts. Physical and mental alertness are also developed. The pupils must keep their minds on what they are doing, and thus are trained to direct and focus attention upon one thing. Proper posture and

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breathing can be developed through the medium of games in most cases, but there are always those children who do not like to play games, and who cannot be persuaded to play. These are unable to slide out of exercises.

If five minutes a day are devoted to calisthenic drill (and this can begin in the primary grades in a modified way through the medium of well chosen games, and action plays) with the windows open, preferably toward the end of the day, and combined with deep breathing, much can be done toward developing better habits of posture and in waking up the lagging mental processes.

Games

There are definite rules for all games, and most of them have been the direct outgrowth of a definite developmental need. Such movements as kicking, striking, running, throwing, hiding, attacking and the like, seem to be natural instincts, and through the gradual process of social development, games with specific rules and founded upon these movements, have been developed. The various ball games take care of kicking, running, throwing, striking and attack, while ring games, hiding games and opposite line games take care of other instinctive movements. The rules make the game, and in the observance of these rules, and in the developing of skill in playing, both leadership and followership are essential. Some children are natural leaders, but as all cannot be leaders, they must learn to follow. Games develop initiative, imagination, coordination, skill and cooperation, for a team must work together to win.

Games from the major part of the physical activity program of the pupils. They satisfy the gregarious instincts, the desire to dominate, the natural inclination toward a governed situation (children instinctively like rules to follow) and the thrill of competition. A large repertoire of games is as essential to the child's education as his mastery of the table of weights and measures. And he will use the latter far less! Games are as necessary a part of his mental equipment in relation to his present enjoyment as for his future satisfaction.

Free Play

Free play is the most natural of the activities, and gives the child an opportunity for self expression. Small children play individually as much as in groups, while older children, in general, seem to prefer group activities. Free play is colored by a number of things: the industries and topography of the locality, type of entertainment with which the children are familiar, and of course, the age groups. The seasons, too, govern the type of free play: certain activities are only possible in Winter, others in Summer. Recent current events, too, influence free play. Witness, if you will,

the timely interest in bridges, airplanes, quintuplet dolls and juvenile motion picture stars and the imitation of the mannerisms of the latter.

As children become more proficient in the use of apparatus under the direction of a teacher, play on the bar, rings or mats will hold new interest. Somersaults, cartwheels and tricks on the apparatus become great fun when proficiency is gained.

Free play should not be confused with wasted energy. By this is meant aimless scuffling, quarreling, jumping and other meaningless activities. If children are encouraged to decide what they wish to play before dismissal, this waste of energy can be overcome to a large extent. If the classroom teacher is to supervise recess periods, he or she asks for a show of hands of those wishing to play a certain game. Two captains may then be appointed, and the equipment issued to them just before dismissal. Ask for a show of hands from the remainder for those wishing to play another game, and follow the same procedure. Those who have joined neither game may be requested to congregate at a given point on the playground and a third game can then be organized.

If the teacher sees fit, those children not desiring to take part in games may be allowed free play if the activity is of a constructive nature. This may be individual play on the apparatus, it may be caring for equipment, running errands or assisting the teacher in charge. No child, unless he is physically unable, should be allowed to remain indoors and read, to disturb the others at play, or to just sit and watch and do nothing.

Let it be emphasized that children should not always be allowed to indulge in free play, nor should they always be required to take part in an organized game. The teacher should take mental note of those children who seem solitary or do not care to play, and insist that they take part in games a part of the time. On the other hand, a child who habitually participates in games, should be allowed free play the infrequent times he may desire it.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Penalties or Kindness

A BOY was helping in a task around the office. For the first two years of his course he had been one of our most troublesome students and had received about every kind of penalty that a teacher's ingenuity could devise. One day, I remember, I had made him go on foot three miles into the country to apologize to a substitute teacher whom he had treated insultingly the day before.

But a big change has occurred. This year the boy has done immeasurably better. He not only does his class work well but he has used his splendid talents in helping the school.

"Tell me," I said to this chap, "what happened to bring about such a fine improvement in you. You used to be an awful harum-scarum but now you are one of our most satisfactory students. I want to know what caused the change for it might help me in dealing with some other boy."

"Don't you remember about the teeth?" he asked.

"Why, no," I replied, "I can't recall a thing."

"I'll never forget," he continued. "I was having a terrible time with my teeth. My father was out of a job and there was no money to pay for getting them fixed. You called up your dentist and got him to do some work for me and let me do odd jobs at his house to pay the bill. I realized that I had a friend around here and I have tried to show my appreciation."

"Do you think that kindness is more effective than penalties?" I asked.

The boy answered, "I certainly do."

A little deed, so much a part of the day's work that I had wholly forgotten it, had changed the boy's entire attitude towards his school.

▼

I Had A Grievance

I have just returned from a talk with the distinguished president of a great college. I felt that I had a real grievance against this man and a few days ago I wrote him at great length.

Before sending my letter, however, I decided to show it to our wise Superintendent of Schools, Fred W. Burrill. He said that all my points were well taken but that they could be presented much better in an interview. I therefore discarded my letter and obtained an appointment by telephone. The results were most satisfactory.

My friend, the late Judge Frank Farrington, once gave me this rule: "Be very careful about the letters you write but never destroy one that you receive." This is good advice when dealing with any situation where there is a possibility of misunderstanding.

Men and circumstances change with the passing of time but a letter does not change. If one is written ill-advisedly it may reappear years afterwards to discomfort the writer.

If you have anything to thresh out with a man it is better to go and talk with him face to face. Then you can adapt your remarks to his attitude and say little or much as the occasion demands. Through frank discussion a big difficulty usually becomes a little misunderstanding which can easily be cleared up.

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

—7—

Note Taking

WHEN the plan of note taking as a regular part of each pupil's work during the silent study period was first presented to a group of teachers who were trying to build better study habits, their first reaction was unfavorable. They were quite sure that more time would be consumed by the pupils in writing the notes than the results could possibly justify. The old question of "covering ground" came up to battle with this new idea. Then, too, if notes were taken, teachers would have to pay some attention to them and there would have to be some plan for checking devised. All this would reduce the time for a question and answer recitation. You see these teachers had not discovered that this type of recitation was rapidly losing ground in the modern classroom. Their emancipation from old ideas was not yet complete.

A study survey that listed nineteen study aids was submitted to over two thousand children who were asked to vote for the three study aids that had helped them most. It was interesting to find that note taking received more votes than any other aid in the list. Seven hundred twenty-six pupils voted that learning how to make brief notes was the most helpful thing they had done in trying to improve their study habits. Here are comments from pupils who have tried the plan.

"Note taking has helped me in every subject. I take notes and study them. This has helped to improve my marks."

"We have trained our eyes to pick out the important things and then take these down as notes."

"The help we have been given in note taking has encouraged us to take good brief notes. Note taking will be helpful in life after our school days are over."

Note Taking Lesson

The material selected for the following illustrative lesson furnishes a short test lesson in note taking on one phase of the problem of *VOTING* which is part of a citizenship unit. It is assumed that the students have had open-book lessons on taking notes and that the teacher now wants to find out what progress they have made. This test lesson has a ten-point arrangement of notes taken as sub-topics suggested by the teacher's skeleton outline so that it may be used for purposes of comparison as well as a check on the progress of the members of the class. The pupils use the regular textbook.

The following directions are given:

1. Our problem for today is to find out something about voting.
2. Open your books at page — and read what the author says about voting, both in the early days and at the present time, using the skeleton outline on the board as a guide in making your notes as you read.
3. Continue your silent reading and note taking until you have found all the information suggested by the skeleton outline.

The skeleton outlines used follows:

VOTING

I. Early methods of voting
   1.
   2.

II. Disadvantages of the early methods
   1.
   2.
   3.

III.
   Name of new system
   First place in the United States to adopt it

IV. Chief features of the new system
   1.
   2.
   3.

When a reasonable amount of time has been allowed for the completion of the work assigned, the teacher checks the results with the class. There may be a few students who will not be able to complete all the assignment in the time allowed. These are the ones who will need individual assistance during a future silent study period. The following completed outline indicates the results expected in the way of notes under each main heading.

Brief notes expected under I

1. By word of mouth or Oral voting (Either is acceptable)
2. By ballot or Voting with printed ballots (Either one)

Brief notes expected under II

The selection of any three of the following disadvantages is what the teacher would expect:

Hard for citizens to vote as they wanted to
A workman might lose his job
It encouraged bribery
Onlookers could tell how everyone voted
Employers or bosses were able to control the voting
Easy to stuff the ballot box or Easy to put in more than one ballot

Brief notes expected under III

1. Australian system of voting or Australian ballot
2. Louisville, Kentucky (This calls for a definite statement)

Brief notes expected under IV

1. Ballots furnished at public expense
2. Names of all candidates on the same ballot
3. Ballots marked in secret ("and placed in the ballot box" may be added)

In the above checking, note the desirable flexibility permitted by the teacher. Note also the opportunity for choice under II, thus emphasizing the fact that all notes will not be exactly alike, also pointing out that one does not attempt to recall all that "the book says."

The above lesson was designed for pupils in grades where note taking is first presented as a definite study aid. After this foundation is properly laid, and the procedure firmly fixed, the pupils may be expected to make their own outlines and notes as they read. Attempting this before adequate instruction has been given and ample practice permitted is one of the causes of poor results in note taking.

The following suggestions indicate some of the ways in which note taking should help in studying:

1. Note taking helps in deciding upon important points because one is compelled to look for these points before he can make worthwhile notes. He must understand what he reads in order to express his summary in few words.
2. Note taking helps in remembering facts one wants to keep in mind because the effort required to express ideas and to record them in the form of brief notes makes it easier to recall these facts when they are needed.
3. Note taking guided by a well-made skeleton outline enables the pupil to arrange the facts he gathers in an orderly manner. This is an essential aid both to understanding and to clear thinking.
4. Notes carefully checked and preserved will provide material for special study and review. Such notes will aid in keeping the whole problem or series of problems in a given unit in mind. They are also valuable in preparing for written tests or checks which should be given from time to time in order to make sure that desirable progress is being made.
5. Note taking stresses the importance of knowing the meaning of new words and expressions found in reading if pupils are cautioned not to put down expressions or use words in their notes that they do not understand.
6. Notes can be made to help in drawing conclusions. Essential facts briefly stated make it easy for the pupil to arrange them in any form that seems desirable. Pupils should be encouraged to use their notes in class discussion, in drawing conclusions, and in answering thought questions given as part of the assignment.
7. Checking the notes at the close of a study period helps pupils to ascertain whether they have been successful in finding the information which the teacher expected them to get during their silent period. This results in a feeling of accomplishment that is a most desirable incentive to further study.

Making, keeping, and using notes is an essential part of any study plan. Observe the three words—making, keeping, using. Copying notes taken during a study period is a waste of time, but some method of keeping pencil notes under appropriate headings where they will be available for use when needed is essential. In preparing for a socialized class review such notes will prove most valuable, particularly if the teacher calls attention to them and suggests how they can be used. Every device that tends to emphasize the value of notes and note taking will impress upon the pupil the importance of this study procedure. No teacher should be satisfied until his students have gained the ability to make clear, concise, usable notes and can do truly efficient work with this invaluable study tool. This result can only be attained by painstaking effort on the part of the teacher and daily practice by the pupils. Copying long sentences from the textbook or writing down textbook expressions that have little or no meaning to the pupil is good evidence that he has not learned how to take notes and that he is merely wasting his time on a mechanical process that has no value.

[*Next month's article in the series by Mr. Finch will deal with "Vocabulary Building"*]

Educational Horizons

By Randall R. Penhale
Principal, Iron River High School, Iron River, Michigan

THE chief concern of every school teacher in the month of April is: A CONTRACT FOR NEXT YEAR. Salary schedules, other budget requirements, state appropriations, federal aid—all these have a bearing on what figures will appear after the dollar sign. Careful, unbiased statisticians say the percentage of the total local school budget earmarked for salaries should be no less than 65%. Does your board of Education agree? According to the National Resources Committee report for 1935-36 the average income of the 29,000,000 families (averaging four members) and 10,000,000 people living alone is $1070 per year, whereas the country has resources enough for a $2500 income per year for each family. . . . Interesting, then, is the salary schedule for River Rouge (Michigan), the home of Ford motors; teachers without degree have a minimum of $1200, a maximum of $2000; with B.A. degree $1300-$2200; with M.A. degree $1400-$2500; department heads have in addition $150 for added responsibilities. No distinction is made as to marital status. The N.E.A. survey on this point shows that "only 18.7% of women and 6.9% of men in the study reported that they were financially responsible for no one but themselves." *The great majority of teachers, therefore, have one or more dependents.*

Writing in the Christian Science Monitor, Mrs. M. F. Jacobs of West Baldwin, Mass., states that "all teachers are grievously underpaid and everyone knows it. . . . A general increase of teachers' salaries would eventually result in great improvement throughout the public school system, and in an increase in the number of really able MEN in teaching positions." Her comment was the result of a letter signed "Pater Familias" from Washington, D. C. pleading for more men teachers in his son's junior high school. Can it be that new figures loom on the educational horizon, viz., more men teachers?

This financial talk prompts us to discuss Nebraska's set-up. In 1925, Nebraska was spending $31,000,000 on schools; in 1936 the amount was down to $20,000,-00. According to the Omaha Teachers' Forum, the "1936 per pupil expenditure for schools was $67.31 or $12.95 less than the average for the nation. . . . You don't get a true perspective unless you know how Nebraska has done itself by starving its school system." (And I thought Michigan and Wisconsin were the only states whose legislatures and governors perennially kept teachers' hearts in their mouths!)

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As we go to press the country is again in the midst of an epidemic of colds, coughs, grippe, and influenza. Michigan, Illinois, and Wisconsin were particularly hard hit. Public schools at New Baltimore, Jonesville, Bay City, and Detroit were closed for one day or more. At Battle Creek, all schools were closed, and children "went to school" by radio. At the other end of the globe, Melbourne and Sydney, Australia, a scheme has been worked out with Lloyd's whereby Australian parents insure against loss of school fees and tuition if their children are detained at home because of illness. But to return to America, many administrators made use of the epidemic to teach some essentials of health. The free pamphlet issued by the Women's National Institute was especially useful. If you do not have a supply for your school, address your request to 247 Park Ave., New York City. Good Health, however, is dependent on at least one other thing in schools—Chalk! Dr. P. A. Brehm of Madison, Wis., finds no fault with the old fashioned white chalk, but declares that the standard yellow sticks, which some schools have recently adopted, contain from 1.5 to 12% lead, particles of which inevitably get into the air.

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April is a month when bandsmen loosen their leg muscles on playgrounds, practice new parade formations to top off the winter grind of days and days of indoor drill. Perhaps the greatest high school band in the U. S. A. is that at Lenoir, North Carolina. A student body of only 450, it nevertheless, has a band enrollment of 130 and a waiting list of 90! As if that weren't enough, it boasts a $40,000 band building, soundproof practice rooms, auditorium, two-way audio system, library, repair shop, locker rooms, two buses and an instrument truck, a full-time director, a secretary, and two teachers! Can you beat it? . . . Dr. L. U. Rowland of Albion, (Mich.) further encourages music-minded students and declares that "Interest in cultural courses in music, almost an unheard-of thing not many years ago, is increasing rapidly among high school and college students. The reason is easy to find—increased interest and much improved music departments in elementary and secondary schools and much better developed methods of reproduction." At Albion 200 of the 800 students are in band, choir, or music classes. Whereas 12 years ago, the local high school had 12-15 in its band,

now it numbers 80-90. At Royal Oak in the same state, W. J. Denman has hopes for a future 500-piece high school band. To help fulfill his vision, 120 sixth-grade children are now receiving instruction on the trombone, cornet, clarinet, and violin. Visual instruction has replaced the old oral method.

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Spring is planting time, too, and that reminds us of Principal Charles Saunders in Chicago. Only 54 of the 207 pupils in his elementary school were able to recognize recently a stalk of wheat. More than a hundred were completely ignorant of its identity, 27 said it was oats, 8 rye, 5 barley, and others declared it was a corn cob or dried celery! . . . 4-H clubs are doing their bit to ameliorate situations like these. In Delta country, Michigan, William Barron, a high school agricultural student, holds all potato records for 1938 with a yield of 478 bushels per acre. The secret of his success lies in certified seed, scientifically fertilized soil, and personal attention. Upon his graduation in June, he plans to enter the certified seed business. He knows his potatoes and we venture to say—his wheat! . . . Perhaps the fears of Governor Kraschel's (Iowa) Special Committee on Farm Tenancy are justified. Are we getting away from the homespun phraseology and earthy knowledge of farms? The Committee states: "The general curriculum, the teachers, and the textbooks in our schools should become the vehicles and instruments for the teaching of this philosophy of life (living on a farm). Training schools might well analyze their present methods of preparing rural teachers, and textbooks might well be scrutinized for the glorifications of urbanism."

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One of the delegates-at-large who are meeting this month in Kansas City for the purpose of merging the three branches of Methodism is Dr. J. M. M. Gray, Chancellor of American University at Washington, D. C. What effects the merger will have upon the scores of Methodist sponsored colleges and universities are difficult to foretell. . . . At William Jewell College Liberty, Mo., Dr. J. P. Fruit continues to head the college English department after sixty years of service. He is 83. . . . A tragic end came to Paul Bietila, 20, of Ishpeming, Mich. Paul, a student at the University of Wisconsin, was one of the five brothers whose fame in skiing was outstanding. He was seriously injured in a 200-foot jump, subsequently developed pneumonia, and died. . . . Dr. William Lyon Phelps was recently given what he termed "the greatest honor of them all"—membership in the Dexter Fellows tent of the Circus Saints and Sinners Club of America. . . . Although he "flunked all his majors" at Princeton University, Prince Fumitaka Konoye recently assumed the responsibilities of dean of the Japanese Tungwen college at Shanghai. . . . Richard Scott, sophomore in an electrical course at the University of Toronto, now plays a pipe organ which he built himself. The 200 pipes are made of heavy paper and are powered by a one-quarter h.p. electric motor. . . . Down in Auburn, Ala., Arley M. Fetters, a member of the Future Farmers of America, is attending the Polytechnic Institute accompanied by 100 hens which average 75 eggs a day! Their sale pays his way through school!

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If future events cast their shadows before, there seems to be no doubt that schools of tomorrow will be assisted by an increasing amount of community interest and tangible cooperative movements. In Atlanta, Ga., a group of civic-minded business men has organized a boys' club. Would that more communities would follow their example . . . While we have commented before on the need for school bus safety, we believe it is space well used. Thus we pause to pay tribute to Parsons, Kansas, whose schools recently won the state 1938 School Accident Prevention Contest. . . . Until such time as crime is stamped out, G-man Edgar Hoover will need to continue his annual school of instruction for law enforcement officers, the 10th session of which was at Washington, D. C. Officials of some 40 different agencies enrolled. . . . Liquor carelessly sold to minors is a problem which must be given thought. Here in Michigan, a movement is afoot which would put more responsibility on the youth who buys alcoholic liquor. Is "drink" a problem in your school? How do you handle such cases? Smoking at school parties, in the lavatories, is another vexing proposition. What is on the educational horizon with reference to moral situations like these? Write me a personal letter, please. . . . University of Illinois students next year are to have a course on married life, and high school seniors at Sault Ste. Marie are already enrolled in social hygiene. Physicians teach the course separately to boys and girls, one day per week. Students whose parents object are excused from the class provided a written statement is brought to Principal Foss Ellwyn.

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And now that the West coast World's Fair is nicely underway in science, particularly in the prevention of disease, and New York's fair is scheduled for opening on with its emphasis upon progress April 30, your problem and mine is to decide which one our purse will permit us to attend. At New York 1216½ acres make up an informal "summer school" campus. Education will have its own special exhibits in the Science and Education Building; one will depict education and the individual, the other will show education as a social consciousness and a force to be reckoned with if democracy is to be sustained.

The News Digest SECTION

Changes Due In Physical Tests

WASHINGTON.—An intensive three-year survey of New England school children by the children's bureau may result in a report recommending drastic changes in present methods of determining a child's physical fitness.

The survey, conducted by the federal bureau, physicians and clinics of New Haven school children, indicates that tests now standard in nearly all public school systems fails to disclose nutritional deficiencies.

A preliminary report, being carefully re-checked because of its probably widespread effect on present methods, shows that the taking of height, weight and other measurements of a child is not a good indication of a child's actual physical fitness, informed persons said.

The survey has been conducted by carefully checking physical fitness reports for three years against reports of private physicians and clinics who have treated the children at various times.

It compared the results of the tests with the actual medical treatment given for various causes.

The report, it was learned, probably would be re-checked and made public in a short time.

Board Clears 17 Teachers

DETROIT, MICH.—The 17 Detroit public school teachers whose names were given wide publicity during the Dies Committee hearings here last fall, were given a clean bill in a Board of Education investigation concluded recently.

The personnel committee of the board found that "while most of those involved are evidently interested in social and political doctrines generally described as liberal, and some have attended meetings which were probably Communist-inspired or Communist-controlled, we have found no evidence of Communist membership or belief, and have found no evidence of any subversive teaching on the part of the teachers charged with un-American or Communist activities in the Dies Committee hearings."

The report was made by A. Douglas Jamieson, chairman of the committee, other members of which are Frank A. Gorman and Mrs. Laura F. Osborn.

GRAVES OUSTER FOUND ILLEGAL; $18,000 IN BACK SALARY IS DUE

DEDHAM, MASS.—Special Justice F. Delano Putnam, auditor for the supreme court in the petition of S. Monroe Graves for reinstatement as superintendent of schools in Wellesley, found that the hearings given by the school committee before Graves was ousted in April, 1936, were "a mere empty formality."

S. MONROE GRAVES

"I find that the school committee did not give the petitioner 'judicial investigation,' to which the full court has said he was entitled," Putnam said in his report, filed with the clerk of the Norfolk superior court at Dedham. "The members of the committee entered upon the hearings thoroughly determined to oust the petitioner.

"Their minds were closed on that matter, as they had already employed his successor. So far as they were concerned, the hearings were a mere empty formality."

The report goes to the supreme court for its consideration.

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BOSTON, MASS.—Following the report of the auditor, Supreme Court Justice Louis S. Cox, on March 25, ruled that Dr. Graves was unlawfully removed and must be reinstated by the town and paid $18,000 in back salary. Wellesley residents fear an increase in their tax rate as a consequence of having two superintendents at once for the past three years while the Graves case has been pending.

The school committee had filed 13 charges against Dr. Graves, accusing him principally of being unable to create a school system as a whole and unwillingness to cooperate with the school committee.

In his fight against the charges, Dr. Graves was supported by scores of prominent educators and town officials, and a large section of the Wellesley population rallied to his banner.

In his report, Justice Putnam upheld four of the charges and found that nine were not substantiated.

Advises Against Quitting School

ALBANY, N. Y.—A leading New York state educator advises school children to stick to their studies instead of trying to find work at an early age.

Dr. Luther Gulick, director of the state's recent education survey, believes that the situation of employment for youths who leave school at an early age is a new one in the nation's economic system.

Dr. Gulick explained that only 20 per cent of the children who leave school at 16 can hope to find employment. Even that number cannot be self-supporting, he said.

The opportunities increase at 18, he said.

YELLOW CHALK DUST IN AIR STUDIED AS HEALTH MENACE

MADISON, WIS.—Dr. Paul A. Brehm disclosed today that the division of industrial hygiene state board of health has begun a study to determine whether lead poisoning may result from inhalation of dust from colored crayons in school rooms.

Lead poisoning, he pointed out, is a slow forming, insidious affliction to which authorities believe children are more susceptible than adults. The effects from long exposure are cumulative.

Dr. Brehm said he could find no fault with the old-fashioned white chalk which until recently was the standard crayon used in schoolroom backboard work. The threat of lead poisoning developed, he said, when schools began using colored chalk, mostly yellow, to obtain better visibility.

While common white crayons contain no lead, the standard yellow chalk sticks have a lead content ranging from 1.5 to 12 per cent by weight, Dr. Brehm said.

Tests made in three Wisconsin class rooms under Dr. Brehm's supervision showed presence of lead particles in the air ranging to 5.9 milligrams in aggregate weight per 10 cubic meters of air. The U. S. public health service has reported, he said, that 1.5 milligrams of lead per 10 cubic meters of air is the maximum allowable concentration from a health standpoint.

Dr. Brehm said one Wisconsin test showed a concentration of exactly 1.5 milligrams, and two out of 15 additional tests showed lead concentration in excess of that amount.

Use Voting Machines In College Elections

TALLAHASSEE, FLA. — Voting machines and a preferential ballot were used for the first time by Florida State College for Women students in their annual elections.

Six machines were available for the 1,800 student voters making the first time the mechanical devices have been used in any Florida college. Arrangements to obtain the machines were made by a College Council committee of students and faculty with the cooperation of the Leon County Commissioners and a voting machine company.

The Florida State College students have a system of government organized along the lines of the United States Government, with a senate, a judiciary and an executive council.

College Heads To Teach At Alumnae College

Six Virginia college presidents will be instructors at the second alumnae college to be held from June 6 to 9 at Randolph-Macon Woman's College in Lynchburg, Va.

From their experience as heads of institutions for men, women's colleges and coeducational institutions, and from their study and research in six fields they will discuss the underlying theme of the alumnae college, "Ventures in Integration."

The presidents who will lecture are Frederic W. Boatwright, of the University of Richmond; John Stewart Bryan, College of William and Mary; Francis P. Gaines, of Washington and Lee University; Meta Glass, of Sweet Briar College; Bessie C. Randolph, of Hollins College, and Theodore H. Jack, Randolph-Macon Woman's College.

Stresses Reading In Remedial English

HIRAM, OHIO—A new type of laboratory, designed for reading and writing, is the focal point for an experimental course in remedial English at Hiram College, Ohio.

When the course was planned, a sunny room was selected, the blackboards were removed and the walls were painted cream with built-in bookcases a gay Chinese red.

Here, for three hours a week and additional conference periods, freshmen who require it are learning to read with the speed and comprehension that are necessary if college assignments are to be mastered and acceptable themes and theses written.

In the course, called English Conference, are fifty students, 80 per cent of them are boys. The entire freshman class took diagnostic tests during the first week of school and, although the great majority came from the upper third of their high school classes, 27 per cent showed deficiencies in reading and English usage.

A Brief for Women's Colleges

CHAMBERSBURG, PA. — Women's colleges give greater freedom of expression and wider opportunity for initiative and creative effort than women can find in coeducational institutions, according to Dr. Paul Swain Havens, president of Wilson College, in one of a series of papers issued by Wilson College dealing with the status of the small liberal arts college for women.

In colleges for women, no student ever takes second place because of her sex alone, stated Dr. Havens. The entire curriculum is designed for her, whereas, he believes, in most coeducational colleges the curriculum is planned primarily for men.

Regent Beal Resigns In June

ANN ARBOR, MICH., — Content with his all-time record of 32 years as a regent of the University of Michigan, Junius E. Beal is preparing to relinquish his seat at the close of the present year. Beal, a life resident of Ann Arbor, celebrated his seventy-ninth birthday in February.

As a member of the famous "regents' class" of 1882, Beal at various times has welcomed to the governing body of the university four classmates, including Frank B. Deland, of Detroit (1908-23); John H. Grant, of Manistee (1909-13); William L. Clements, of Bay City (1910-33), and Victor M. Gore, of Benton Harbor (1914-29).

The retiring regent has the distinction of having assisted in the selection of four presidents of the university.

Calls Examinations Agency of Instruction

ELMIRA, N. Y. — Examinations serve, primarily, as an agency of instruction, not as part of the machinery of collegiate discipline, President Pott told Elmira College students, recently, in a chapel talk, given on the eve of term finals.

Dr. Pott urged students not to think of education as "the taking on and using of perishable supplies" and of examinations as a "period in which batteries are temporarily recharged and quickly run down," but to regard them as "the acquiring and proving of intellectual equipment."

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Cornell Trains Trades Teachers

ITHACA, N. Y.—The problem of training teachers for New York State's rapidly expanding technical and industrial high school system is being seriously attacked at Cornell University, following the appointment, last fall, of Dr. Lynn A. Emerson, as Professor of Industrial Education.

Five graduate students under his direction are engaged in research projects looking toward the formulation of a teacher-training program to help supply the 2,500 additional teachers which State officials estimate will be needed in the next ten years for the enlarged program of vocational education.

This step is preparatory to the establishment of additional courses to train prospective principals of industrial, vocational and technical high schools; supervisors of technical and vocational - industrial education; instructors in technical and related subjects; and itinerant teacher-trainers.

There has been a rapidly increasing demand among high school students in the last decade for vocational and technical education. This has broadened the need for specially trained teachers.

England Stirred By School Inquiry

LONDON.—With the report of the New York Regents' Inquiry under discussion in this country, England has a similarly important study before it called the "Report of the Consultative Committee on Secondary Education With Special Reference to Grammar Schools and Technical High Schools.'" Issued by the Board of Education, it is the result of five years of work and recommends far-reaching reforms in the educational system. One outstanding proposal is for the creation of a new type of technical school, and another is for remodeling the traditional curriculum of grammar schools.

While this study is before the British public, another discussion has been aroused by Philip Guedalla, writing in the *London Times Literary Supplement,* under the title "America's Unknown History."

"The average educated Englishman," says an editorial comment on Mr. Guedalla's articles, "certainly knows less about the history of the Americas than he knows about that of any other part of the world, for in the course of his education he acquires at least some little groundwork of knowledge concerning the past of all other continents, on which he can base his reading in later life. On the other hand, American history—except at those points where it is linked with that of this country—is totally disregarded in all English curricula.

Further notice in the field of education in England has been attracted this month by the prediction of Sir Richard Livingstone that twenty-five years from now it will be the regular practice for people to return once every ten years to the university for periods of three to six months of study.

Normal Schools Mark A Century

BOSTON.—The first State normal school in America was established one hundred years ago for the purpose of qualifying teachers for the common schools. This year, with the world of tomorrow an accented theme, great projects are under way for improving the preparation of teachers that they may give to the country youth qualified to face the problems that will acutely confront them. There is disputation as to how this may best be done, but transcending the conflict of opinion with regard to method is the conviction of an imperative need.

What was the first State normal school in America is now State Teachers College at Framingham, Mass. Cyrus Pierce, the first principal, and three young women as the first students, were the beginning of an educating system that now has hundreds of institutions spread nation-wide and hundreds of thousands of students.

They met in a school in Lexington, afterward moved to West Newton and then to Framingham. One of those present at the opening was Horace Mann, secretary of the new Board of Education. The first half of the nineteenth century was distinguished by a remarkable revival in education throughout the United States, and Horace Mann was one of its outstanding leaders.

MILITARY HAIRCUT FOR R.O.T.C. BOYS ROUSES PARENTAL ANGER

NEW BEDFORD, MASS.—An order prescribing the "regulation army haircut" for New Bedford High School R.O.T.C. students, issued recently, has shortened the hair of approximately half the student soldiers and aroused the ire of approximately half the student soldiers' mothers.

Three of the mothers formally protested to school authorities, asserting that parents should have been consulted before such a radical change in their sons' appearance was prescribed. They characterized the army's haircut as "unnecessary, unbecoming, ridiculous and plain foolishness" for high school boys.

The following order, posted by Maj. G. Rede Ross, R.O.T.C. instructor, on the high school bulletin board, started it all:

"A military haircut is such that the hair on top of the head is about one and one-half inches long. This is tapered down to zero length at the neck and ears. Still, straight hair should be thinned out for about 50 per cent of its length in order to make it lie down more evenly. This is the haircut prescribed for members of the New Bedford High School R.O.T.C."

Maj. Ross said: "A military haircut is used in the army for sanitary reasons, because it's easier to take care of and certainly much neater in appearance. Only geniuses and musicians have long hair.

"Anyway, a lot of the boys have been wearing their hair so long it hangs in their eyes, and I want them to get away from the habit. At inspection, every boy who had not complied with the order earned a demerit for his company."

Only French To Be Spoken

MONTREAL.—The McGill University French Summer School, under the aegis of the Faculty of Arts and Science will convene from June 29 to August 9.

Three lecture courses will enable students to select either an elementary course, a course comparable to the regular undergraduate courses in the university or, a course comparable to graduate courses which may, under certain circumstances count toward the M.A. degree in French in McGill University.

Students are pledged to speak nothing but French. Residence is in the recently opened Douglas Hall of the University.

Brownell Honored By Michigan Friends

GROSSE POINTE, MICH.—A hand engraved scroll, bound in a leather cover and carrying the signatures of numerous professional and other employees at the Grosse Pointe Board of Education, has been presented to Dr. Samuel M. Brownell of Yale University, for eleven years superintendent of schools here. The scroll was prepared by the Board of Education and is signed also by its members. Dr. Brownell became professor of educational administration in the Graduate School at Yale in September, succeeding Dr. Frank D. Spaulding. Dr. E. R. Van Kleeck, formerly superintendent of schools in Walden, New York, succeeded Dr. Brownell.

The presentation was made at the Yale luncheon during the Cleveland meeting American Association of School Administrators.

Move On To Bar School Bus Trips

NEW YORK.—All bus operators in the United States should cooperate with the Interstate Commerce Commision in its efforts to discourage the use of school buses in long distance charter transportation, states Carl W. Stocks, editor of *Bus Transportation.*

In its fifty-second Annual Report, the Interstate Commerce Commission calls attention to the current practice of using school buses for the purpose of transporting school children on trips of considerable distances and into sections of the country and under traffic conditions with which the drivers are not familiar. The Interstate Commerce Commission observes that while such buses may not be entirely safe for transporting school children a few miles from their homes, such buses are not properly equipped for long over the road operations.

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Children of 10 and College Group Compete

NEW YORK. — Substituting the worshop, research laboratories, libraries and parks for textbooks, twenty-five bright children at the Board of Education's experimental school (P. S. 500, Manhattan) developed a curriculum on illumination that proved difficult even for college seniors.

Issued by the Board of Education as "Curriculum Bulletin No. 7," the report shows how children 9 and 10 years old, with I. Q.'s ranging from 130 to 200, can make appropriate use of their leisure school time. It was found that only about half of the regular school day was required by these children for their lessons. The rest of the day was used to develop the unit of illumination.

After the unit was completed, James M. Dunlap, an assistant at Teachers College, Columbia University, prepared an examination on the general subject of light and illumination. This test was given to the twenty-five bright pupils, and to twenty-five college seniors. One hundred questions were asked.

Much to the surprise of the school officials, the 10-year-old children made a far higher score on the test than did the college students. The median score of the elementary pupils was 75, while that of the seniors was only 53. The young pupils ranged in scores from 96 to 43, while the college students ranged from 74 to 27.

Farm School Names Dr. Allen As Its Head

DOYLESTOWN, PA. — Dr. Harold B. Allen, for several years educational director of the work of the Near East Foundation in Greece, and recently member of the Phelps-Stokes Committee to study Indian Administration on the Navajo Reservation, has been chosen head of the National Farm School, as its resident president. This is the announcement of Joseph H. Hagedorn, acting president of the school.

The choice fell on Dr. Allen after months of investigation and study of many candidates.

The National Farm School, founded in 1896, comprises more than 1,200 acres in Bucks County, near Doylestown, Pa. It offers to city boys, 17 to 21 years of age, the opportunity of a practical-scientific training in agriculture, in a three-year course.

Dr. Fuess To Direct Exchange Program

ANDOVER, MASS.—All regional educational work of the English-Speaking Union of the United States will be administered by Dr. Claude Moore Fuess, headmaster of Phillips Academy, Andover, Mass., who has just been elected chairman of the education committee.

The work of the English-Speaking Union of the United States consists largely of arranging exchanges of teachers between secondary schools in America and Great Britain and in providing scholarships for Americans to visit Great Britain. The union also guides scholarship holders when they visit the United States.

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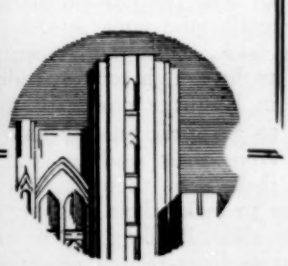

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Book Reviews

Text on Social Relations

LIVING WITH OTHERS. A Book on Social Conduct. By Laurence B. Goodrich, East Orange (N. J.) High School. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

To say that the schools have paid no attention to teaching personality is to overlook the many incidental lessons in this subject given every day by earnest teachers and the further lessons growing out of the human contacts of classrooms, corridors and playgrounds.

Still it is a fact that all this incidental teaching leaves a great many graduates woefully lacking in ability to get along with other people. No doubt the schools would accomplish more in this matter if they were to focus attention on the task. And this calls for a textbook such as the one Mr. Goodrich has prepared and captioned "Living With Others."

Unusual salesmanship is essential in the author of a text in social living, if results are to follow. And Laurence B. Goodrich amply demonstrates this gift of making good social conduct seem desirable.

The text is rich in anecdote and wise reflection on the ways of people. Chapters are provided on the Good Mixer, How We Sound, Conversation, Extending Hospitality, Accepting Hospitality, At Home, Club Membership, Behavior in Public, Business Relations, and Informal Correspondence. Sections suggesting relevant readings and summing up the whole matter round out this delightful and effacious little volume.

A generous array of pointed cartoons helps the pupils to visualize typical situations. Many apt quotations lend authority to the author's statements and help the student to recognize that smooth and attractive manners have always been deemed important.

Knowing the Child

AN INTRODUCTION TO CHILD STUDY. By Ruth Strang. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

This is a revised edition of the book which Miss Strang first published in 1930. In the preface to the first edition the author said: "Many parents, teachers, and other persons interested in children have asked the author to recommend to them a non-technical, accurate and readable book easily applicable to the task of child study and guidance. Difficulty in finding such a book has led the author to attempt to write one, in the hope that it will meet the needs of those students and parents who are not specialists in psychology." This gives a clear idea as to the scope of the work. Miss Strang succeeded admirably in producing "a non-technical, accurate and readable book." The revision follows the main lines of the original work. Like its predecessor the new edition is essentially an applied psychology of childhood, the emphasis being on the service aspect rather than on research methods.

In the revised edition the changes have been made along two main lines. Naturally the new material which has been published during the past eight years has been digested and incorporated. In addition Miss Strang has laid more emphasis on the utilization of the knowledge of child psychology in the guidance of children. This substantial but readable volume has made for itself during recent years a high place in the literature of child psychology, and the publication of the revision is a noteworthy event in the field of child study. The book contains all the necessary paraphernalia of the conventional text-book, including "Questions and Problems." Yet probably the most distinctive characteristic of the book is the fact that it makes the findings of the psychologist accessible to the lay mind. Without a doubt this work in its original edition has been highly helpful to parents, and it is safe to prophesy that in its present form it will be even more useful.

The One-Teacher School

THE RURAL TEACHER'S WORK. By John R. Slacks. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

In round numbers there are still 153,000 one-teacher schools in the United States. This means that every year thousands of teachers are entering upon their professional careers through positions in schools of this type. Consequently a book having to do with the scope and problems of such schools is still a necessary part of educational literature. The present volume by John R. Slacks, Associate Professor of Rural Education, Iowa State Teachers College, Cedar Falls, is intended primarily for use in classes in normal schools and teachers' colleges, although it is also adapted to the needs of county and city training schools and junior colleges. One of the outstanding traits of the book is its comprehensiveness. No phase of the teaching of a one-room school is ignored. Typical chapter-heads are as follows: "Organizing the School of Work," "Managing the Classes," "Activities of a Personal and Social Nature" and "Governing the School."

Although *The Rural Teacher's Work* has a background of thorough and up-to-date educational philosophy, it is pre-eminently practical. The approach is from the point of view of the rural community itself rather than from that of the psychological laboratory. Some of the chapters are of value to teachers in other kinds of schools. All the discussions, however, point to the concrete problems of the teacher who each day teaches many classes in one small building. The work contains an ample number of suggestive bibliographies, discussion questions and samples of records and reports. Appendices contain lists of book-publishing firms, library books, school-supply firms and children's magazines. For obvious reasons books in this field are not so plentiful as they were a few years ago. Consequently at this stage of our educational progress Professor Slacks' volume fills a genuine need.

Sense and Language

MAKING SENSE, BOOK II. By Rachel Salisbury and J. Paul Leonard, Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

We have here bound in paper covers the volume which follows *Making Sense I.* The purpose of the authors is essentially the same as that of the earlier book, their fundamental aim being to help high school students to grow in language power by training them to get ideas quickly and accurately from their reading and to express their own thoughts in such a way as to make their meaning immediately clear. Reading and writing are taught as inter-related phases of language experience. The lesson units are short and grammatical terms are reduced to ten. The problems of punctuation are also greatly simplified. In this connection it is interesting to notice the vast amount of pedagogical

dead wood which is discarded. The language of this text is refreshingly different from that of an old-fashioned cut-and-dried text. Parallelism is treated under the original title of "Matching the Parts," which begins with the following arresting sentences: "If you have ever tried to dance at a hard-time party with one boot and one slipper, you know how important it is to have the things that work together, 'match.' What sort of ride would you have in a cut-down flivver that had one motorcycle wheel, one truck wheel, one wagon wheel and one wheel from a gasoline scooter?" It is the firm opinion of this reviewer that high school boys and girls will read with avidity and profit that which follows such sentences. The amusing and educative illustrations are the work of J. H. E. Clark.

Streamlined Learning

THE PROGRESSIVE ELEMENTARY SCHOOL. A Handbook for Principals, Teachers and Parents. By Robert Hill Lane; Gertrude M. Allison; Ethelyn Bishop; Dorothy Johns McNary. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The philosophies of John Dewey and William H. Kilpatrick have been applied by many different teachers working in many different environments. Naturally the results have been varied and uneven. Now comes a volume, "The Progressive Elementary School," which pictures the new education at its best and sanest. The authors have been active in developing the elementary schools of Los Angeles along advanced lines. They write non-technically, in a manner to interest either the student or the casual reader who wishes to know what the progressive schools are driving at—or leading towards.

One of the best features is the summary of criticisms frequently heard of progressive methods, with replies that are remarkably candid in admitting faults—most of them ascribed, however, to mishandling of the situation by persons not fully understanding the principles.

The book lays emphasis upon the need of a clearly defined program; the teacher still a teacher and the child not running away with the school. The difference seems largely to lie in the adoption of less coercive, more co-operative procedures. There is a substitution of self-imposed for authoritarian discipline.

"The Progressive Elementary School" is a well balanced and clear presentation of the ideas that dominate most of today's educational thinking.

English on the Up and Up

STEPS TO GOOD ENGLISH. By Marquis E. Shattuck and Thomas Cauley. New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company, Inc.

An interesting newcomer to the field of English is this third book of the "Steps to Good English" series. This one is for high schools and it combines textbook, workbook and speller in a single volume, punched, perforated and practical. It contains an amazingly large amount of compact material and many suitable exercises dealing with the mighty task of equipping young people with the language tool and training them to use it effectively. Everything from silent reading to oral and written compositions of various kinds is included in the steps to be mounted by the student. The techniques of grammar, punctuation, capitalization and spelling are presented for review and what should be final clinching.

One test of such a text is its degree of success in building its exercises around everyday experiences of the learner in a manner to convince him that the work is within his range and has real value for him socially and economically. "Steps to Good English for High Schools" rates high in this respect. How to tell an anecdote, how to talk over the telephone, and how to shop are samples of the topics on which hints are given and discussions raised.

We, the People

GROWING IN CITIZENSHIP. By Jeremiah S. Young and Edward M. Barton. New York and London: McGraw-Hill Book Company, Inc.

The subject of civics has expanded from a study of governmental systems alone to include the elements of sociology and economics as well.

"Growing in Citizenship" is shaped according to this larger pattern. In its more than 800 pages it gives an interesting account of our institutions and the way they function, together with many of the problems encountered in community living and the part each citizen may play in solving them .

This volume, designed for use in high schools, should furnish an excellent orientation to the existing order and an introduction to later studies of a more specific nature in the various areas of social science. The authors emphasize the need of improvements in our present system, but there is a constant emphasis upon the value of our democratic ideals and the opportunities and responsibilities which these entail upon all citizens.

Good citizenship is seen to demand more than a wise utilization of the ballot. It implies, additionally, a social attitude in every human relationship.

This text is equipped with modern pedagogical devices that should contribute greatly to the pupil's interest and understanding.

Science For Juniors

UNDERSTANDING OUR ENVIRONMENT. An Introduction to Science. By John C. Hessler, President, James Milliken University and Henry C. Shoudy, Teacher of Science, North High School, Syracuse, N. Y. Chicago, Boston: Benj. H. Sanborn & Company.

At the age of three or four a child becomes very curious about his surroundings. His most persistent word is "Why-" This curiosity may fade or it may grow into a lifelong habit. But in either case the age of 12 or 13 calls for a redirecting of curiosity toward scientific answers.

"Understanding Our Environment" is one of the newest books for the course in general science for boys and girls of the junior high period. Its nineteen units, each with three to eight subdivisions, deal with elementary facts and principles of astronomy, physics, geology and biology, as these serve to explain everyday phenomena. Much use is made of questions to arouse curiosity. These appear in titles of units and chapters, in previews and in reviews. To help the pupil to obtain the right answers and to cultivate in him a habit of employing scientific rather than guesswork methods to find his own answers are underlying purposes of this attractive text.

The subject matter is not something abstract and remote but close to the child's own experience. He has seen it all before, but never in the light of accumulated knowledge, painstakingly garnered by men of science.

The book as a whole seems likely to be enjoyed as well as studied by both boys and girls.